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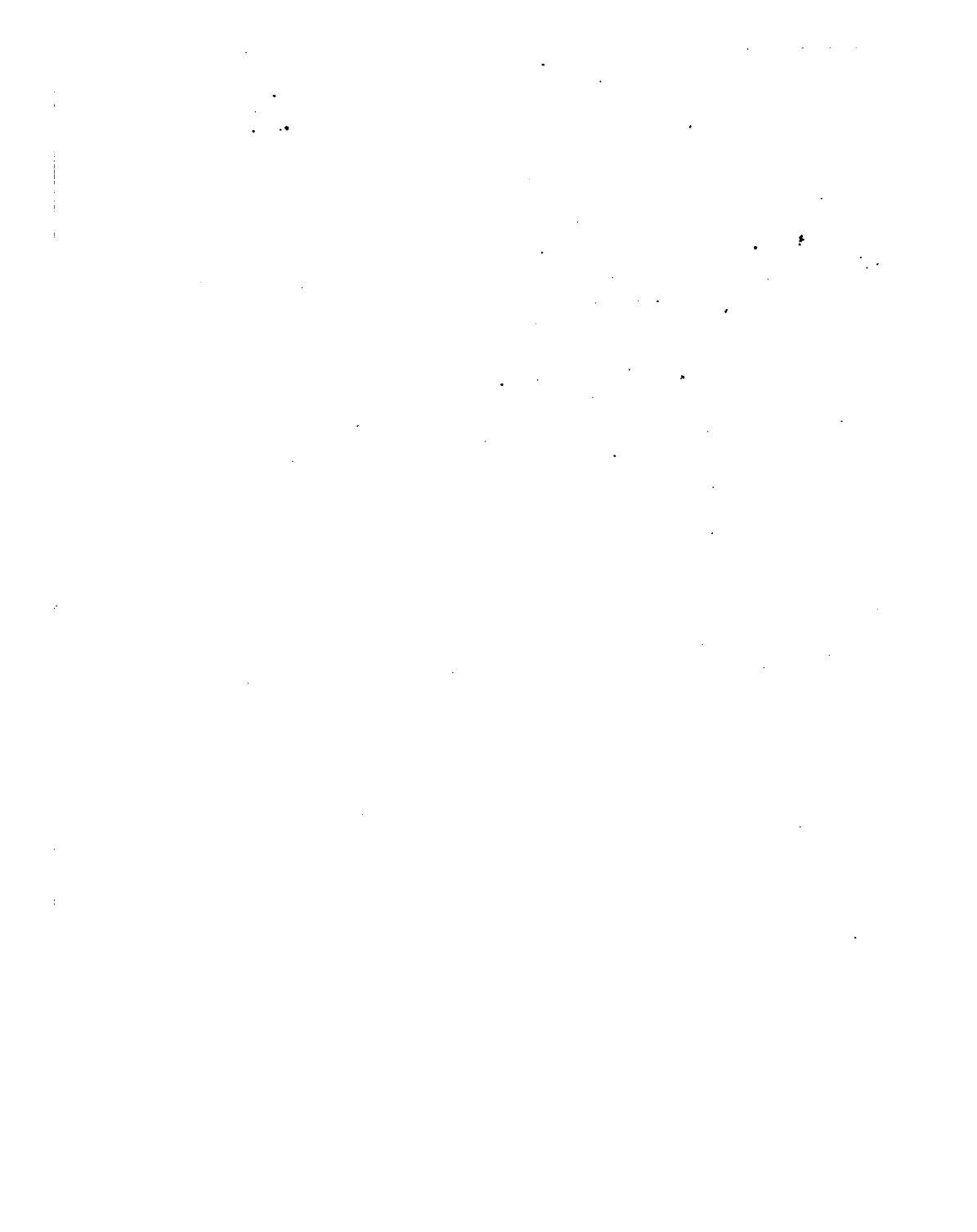
1878

**A** 444862

DUPL

Culver











CADET COMMISSIONED OFFICERS.

# CATALOGUE

OF THE

## **Culver Military Academy**

(FOUNDED AND ENDOWED BY H. H. CULVER, ST. LOUIS, MO.),

**CULVER, INDIANA.**

(LAKE MAXINKUCKEE.)

1898.

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**NON MULTA SED MULTUM.**



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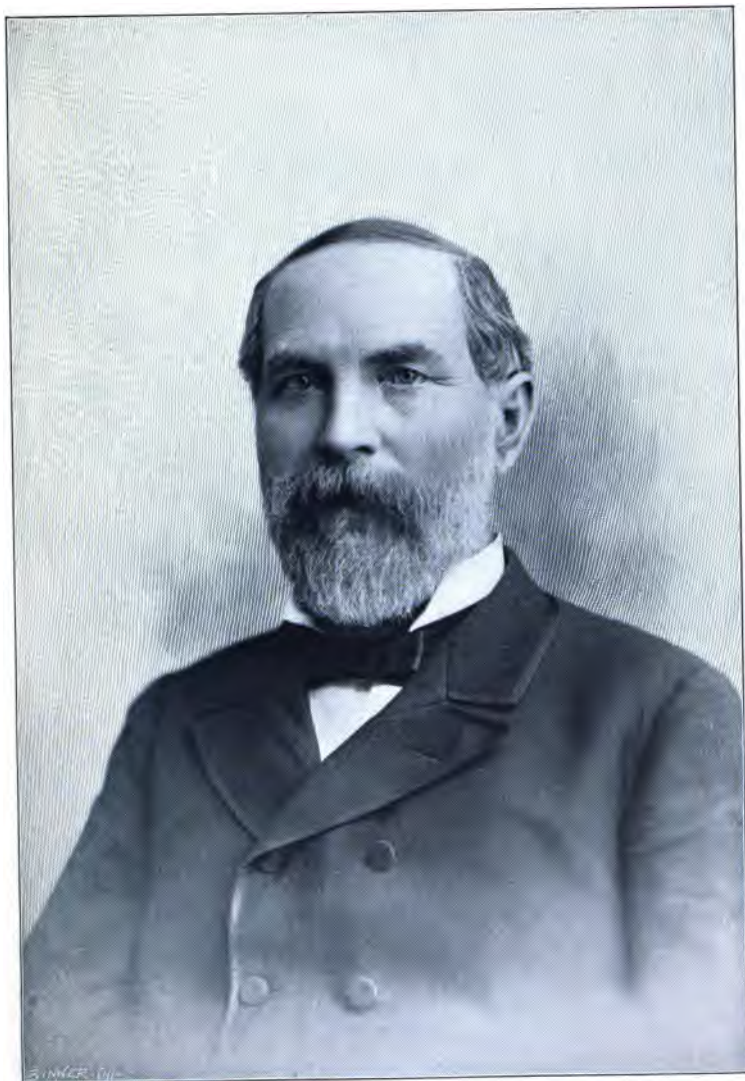
**COL. A. F. FLEET,**

**MR. E. R. CULVER,**

**MR. B. B. CULVER.**

**\*DECEASED.**

**THE FOURTH SESSION OPENS  
AT 8 O'CLOCK WEDNESDAY MORNING,  
SEPTEMBER 14TH, 1898.**



**H. H. CULVER,  
FOUNDER OF THE ACADEMY.**



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For 1898-9.

---

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LATIN, ENGLISH, HISTORY.*

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*OHIO WESLEYAN UNIVERSITY,  
MATHEMATICS, PHYSICS.*

---

\* On leave as Captain Company K, Fourth Ohio Volunteer Infantry.

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**CHEMISTRY, MATHEMATICS, GEOLOGY.**

**CAPTAIN B. B. WICKHAM, A. B.,**  
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**LATIN, GREEK, ENGLISH.**

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**ATHLETICS, ENGLISH, CIVICS, HISTORY.**

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**BOOKKEEPING, STENOGRAPHY, TYPE-WRITING, PENMANSHIP.**

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*HILLSDALE COLLEGE,*  
**INSTRUCTOR OF CAVALRY.**

\* \_\_\_\_\_  
**VIOLIN, PIANO, BANJO, MANDOLIN.**

**DR. O. A. REA,**  
**SURGEON.**

**DR. B. W. S. WISEMAN,**  
**ASSISTANT SURGEON.**

\_\_\_\_\_  
\* To be filled.





THE COLORS.

# **Battalion Organization.**

---

## **COMMANDANT:**

**MAJOR LEIGH R. GIGNILLIAT, I. N. G.**

## **POST ADJUTANT:**

**CAPTAIN WILLIAM HAWKINS.**

## **STAFF:**

**J. S. FLEET, Cadet 1st Lieutenant and Adjutant.**

**G. B. JACKSON, Cadet 1st Lieutenant and Quartermaster.**

**H. R. BARTON, Cadet 2d Lieutenant and Band Leader.**

**P. RHOADES, Cadet 2d Lieutenant and Assistant to the Post Surgeon.**

**R. BURNER, Cadet Sergeant Major.**

**O. J. WHITE, Cadet Sergeant and Commandant's Clerk.**

## **CAPTAINS:**

**CO. "A."**

**M. D. LIGHTFOOT.**

**CO. "B."**

**C. G. COX.**

**CO. "C."**

**G. W. ADAMS.**

**CO. "D."**

**E. A. JACKSON.**



**LIEUTENANTS:**

CO. "A."  
G. B. JACKSON,\*  
H. D. TODD.

CO. "B."  
J. W. BARNES,  
R. O. MORRIS.

CO. "C."  
G. N. MIDDENDORF,  
H. R. BARTON.\*

CO. "D."  
G. D. MARR,  
P. RHOADES.\*

**FIRST SERGEANTS:**

CO. "A."  
R. G. CULBERTSON,  
CO. "C."  
T. T. CRENSHAW.

CO. "B."  
E. L. GROVER.  
CO. "D."  
H. W. FLEET.

**SERGEANTS:**

CO. "A."  
W. S. VORIS,  
G. H. VAN VLECK.

CO. "C."  
R. H. REA,  
B. C. ANDERSON.

CO. "B."  
A. L. CUNNINGHAM,  
C. R. POLLARD.

CO. "D."  
W. P. BAIRD,  
A. W. VAN VLECK.

**CORPORALS:**

CO. "A."  
R. H. SILL,  
C. P. SMITH.

CO. "C."  
H. H. CANFIELD,  
C. E. MATTHEWS.

CO. "B."  
W. V. BIGWOOD,  
D. R. WILSON.

CO. "D."  
E. L. SKINNER,  
P. RAY.

\*Special Duty with Staff.



CADET NON-COMMISSIONED OFFICERS.



## Cadet Band.

RHOADES, P., Solo B♭ and Leader.

BARTON, H. R., Drum Major.

STEVENS, C. L., 1st B♭ Cornet. MYERS, C. B., Bass Drum.

KOONTZ, E. W., E♭ Tuba. YOUNGE, L. J., Solo Alto.

WISEMAN, C. S., E♭ Cornet. SCHAFER, C. C., 1st Tenor.

LANE, G. H., 2d Tenor. WALTER, C. R., 1st Trombone.

FAULKNER, E. D., Piccolo. GANT, C. S., 2d Alto.

CANADA, L., Baritone. LULL, C. A., Solo B♭ Clarinet.

BEYER, J. H., Snare Drum.

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## Orchestra.

VORIS, W. S.

STIFEL, W.

EACOCK, R. M.

YOUNGE, L. J.

BARTON, H. R.

FAULKNER, E. D.

RUSSELL, I.

} Violin.

} Flute.

LULL, C. A., Clarinet.

RHOADES, P.

JOHNSON, J. S. } Cornet.

SCHAFER, C. C., Trombone.

CANADA, L., Bass.

JENKINS, H. C., Piano.

SARTORE, W. T., Drum.

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## Mandolin Club.

VORIS, W. S.

TITSWORTH, L. L.

MYERS, C. B.

SCHAFER, C. C.

FRATMAN, R. L.

YOUNGE, L. J.

BAIRD, W. P.

} Mandolin.

BARTON, H. R.

FAULKNER, E. D. } Flute.

VAN VLECK, G. H.

THOMAS, R. V. } Banjos.

BELL, F. P., Guitar.

## **Editorial Staff of Vedette.**

JACKSON, E. A.

RHOADES, P.

CUNNINGHAM, A. L.

---

## **Foot Ball Team.**

TODD, H. D., Center.

RIETZ, V. A., Left Tackle.

METZGER, H. L., Right Guard.

PECK, W. J., Right End.

POLLARD, C. R., Left Guard.

CURRY, G. H., Left End.

STEVENS, C. L., Right Tackle.

ANDERSON, B. C., Quarter Back.

LIGHTFOOT, M. D., Right Half Back. FLEET, H. W., Left Half Back.

FLEET, J. S., Full Back and Captain.

### **Substitutes.**

BIGWOOD, W. V.

TITSWORTH, L. L.

CANFIELD, H. H.

DRABELLE, G. E.

MORRIS, R. O.

REA, R. H.

---

## **Base Ball Team.**

STIFEL, W., Catcher.

FLEET, J. S., Third Base.

MACKENZIE, E. M., Pitcher.

ANDERSON, B. C., Short Stop.

TITSWORTH, L. L., First Base.

WHITE, O. J., Right Field.

WOODARD, G. K., Left Field.

ALLEN, J. C., Center Field.

FLEET, H. W., Second Base and Captain.

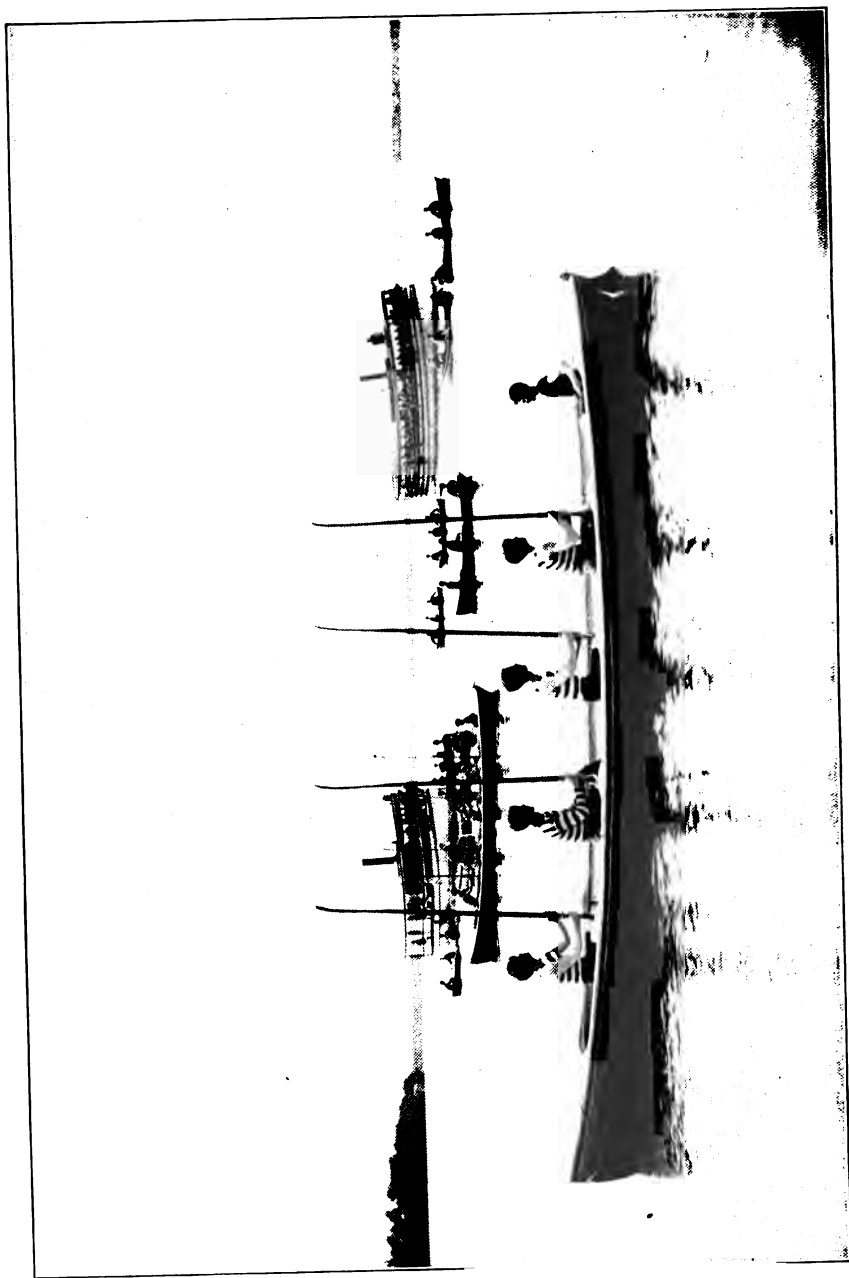
### **Substitutes.**

CURRY, G. H.

COOK, C. H.

MORRIS, R. O.





THE BOAT CREWS.

## Basket Ball Team.

SCHAFER, C. C., Captain.

|                     |   |                     |
|---------------------|---|---------------------|
| RHOADES, P. . . . . |   | Center.             |
| SCHAFER, C. C.,     | } | . . . . . Forwards. |
| FLEET, H. W.,       |   |                     |
| BIGWOOD, W. V.,     |   |                     |
| ANDERSON, B. C.,    | } | . . . . . Guards.   |
| CANFIELD, H. H.,    |   |                     |

---

## Track Team.

LIGHTFOOT, M. D., Captain.

|                 |                 |                |
|-----------------|-----------------|----------------|
| BARNES, J. W.   | MORRIS, R. O.   | RAY, P.        |
| CURRY, G. H.    | MOORHEAD, H. J. | POLLARD, C. R. |
| RHOADES, P.     | CANFIELD, H. H. | FLEET, H. W.   |
| FLEET, J. S.    | RIETZ, V. A.    | BOICE, B. R.   |
| ANDERSON, B. C. | DRABELLE, G. E. | EACOCK, R. M.  |
| BIGWOOD, W. V.  | ALLEN, J. C.    |                |

---

## Boat Crews.

| Commissioned<br>Officers. | "A" Co.                  | "B" Co.                   | "D" Co.                          |
|---------------------------|--------------------------|---------------------------|----------------------------------|
| THAYER, L. C.             | TAYLOR, W. . . . .       | JOHNSON, A. . . . .       | SARTORE, W. T. . . . . Cockswain |
| MARR, G. D.               | LIGHTFOOT, M. D. . . . . | THOMAS, R. V. . . . .     | TITSWORTH, L. L. . . . . Stroke  |
| TODD, H. D.               | SILL, R. H. . . . .      | BARNES, J. W. . . . .     | JACKSON, E. A. . . . . No. 1     |
| RHOADES, P.               | RIETZ, V. A. . . . .     | COX, C. G. . . . .        | MALLETTE, H. B. . . . . No. 2    |
| ADAMS, G. M.              | WEYER, S. W. . . . .     | CUNNINGHAM, A. L. . . . . | FLEET, H. W. . . . . Bow         |



# Register of Cadets.

Session 1898-9.

|                                       |           |
|---------------------------------------|-----------|
| ACKERS, ROBERT HENRY . . . . .        | Illinois. |
| ADAMS, GEORGE MARTIN . . . . .        | Missouri. |
| ALBRECHT, WILLIAM FREDERICK . . . . . | Indiana.  |
| ALFREY, JESSE CARL . . . . .          | Indiana.  |
| ALLEN, JOSEPH CARTER . . . . .        | Indiana.  |
| ANDERSON, BIRON CORWIN . . . . .      | Missouri. |
| BACON, EARL CAMPBELL . . . . .        | Indiana.  |
| BAIRD, WILLIAM PARCELL . . . . .      | Kentucky. |
| BARNES, JAMES WALLACE . . . . .       | Indiana.  |
| BARTON, HOMER RAPHAEL . . . . .       | Missouri. |
| BEATTY, JAMES LANCEFORD . . . . .     | Ohio.     |
| BELL, FRANK PETERSON . . . . .        | Indiana.  |
| BERNHEIMER, SANFORD JOSEPH . . . . .  | Missouri. |
| BEYER, JOHN HEDDING . . . . .         | Iowa.     |
| BIGWOOD, WAYNE VAUGHN . . . . .       | Indiana.  |
| BINNER, HERBERT . . . . .             | Illinois. |
| BLOUNT, HARRY DEAN . . . . .          | Illinois. |
| BOICE, BENJAMIN RUSSELL . . . . .     | Indiana.  |
| BOLDS, FOREST IRVING . . . . .        | Indiana.  |
| BURNER, RUSSELL . . . . .             | Ohio.     |
| CAHILL, FRANCIS ROBERT . . . . .      | Indiana.  |
| CANADA, LAUNCELOT . . . . .           | Indiana.  |
| CANFIELD, HIRAM HENRY . . . . .       | Ohio.     |
| CARRIGER, CHARLES EDWARD . . . . .    | Indiana.  |

|                                     |            |
|-------------------------------------|------------|
| CHARLTON, SAMUEL HENRY . . . . .    | Indiana.   |
| CLEVELAND, WRIGHT GEORGE . . . . .  | Iowa.      |
| COLE, ALLEN . . . . .               | Wisconsin. |
| COOK, CHARLES HOUGH . . . . .       | Indiana.   |
| COOK, WALTER HENRY . . . . .        | Indiana.   |
| COX, CHARLES GORDON . . . . .       | Missouri.  |
| CRENSHAW, THOMAS THOMPSON . . . . . | Missouri.  |
| CROUCH, VERNE EUGENE . . . . .      | S. Dakota. |
| CULBERTSON, ROGER GOODWIN . . . . . | Iowa.      |
| CULVER, KNIGHT K . . . . .          | Missouri.  |
| CULVER, WALLACE CLARENCE . . . . .  | Missouri.  |
| CUNNINGHAM, ALBERT LEE . . . . .    | Missouri.  |
| CURRY, GEORGE HOWARD . . . . .      | Indiana.   |
| DANIEL, IRWIN FROST . . . . .       | Iowa.      |
| DAVIS, DEWITT CLINTON . . . . .     | Texas.     |
| DRABELLE, GEORGE EDGAR . . . . .    | Kentucky.  |
| EACOCK, ROBERT MIDDLETON . . . . .  | Indiana.   |
| ESTEP, WILLIAM ANDRESS . . . . .    | Missouri.  |
| EWING, JOHN WILLIAM, JR . . . . .   | Indiana.   |
| FAULKNER, EARL DURWOOD . . . . .    | Indiana.   |
| FISHER, JOHN JACOB, JR . . . . .    | Missouri.  |
| FLEET, HENRY WYATT . . . . .        | Indiana.   |
| FLEET, JOHN SEDDON . . . . .        | Indiana.   |
| FLEET, WILLIAM ALEXANDER . . . . .  | Indiana.   |
| FRANK, STANLEY SIDNEY . . . . .     | Illinois.  |
| GANT, CHARLES SCOTT . . . . .       | Indiana.   |
| GARN, HERBERT MEDBOURN . . . . .    | Indiana.   |
| GATES, JOHN JUDSON . . . . .        | Missouri.  |
| GIFFIN, CLEON MILFORD . . . . .     | Illinois.  |
| GROVER, EUGENE LEMOINE . . . . .    | Missouri.  |

|                                      |            |
|--------------------------------------|------------|
| HADLEY, JOHN McCONN . . . . .        | Indiana.   |
| HALIDAY, WALTER THOMAS . . . . .     | Missouri.  |
| HAYS, WILLIAM MORTON . . . . .       | Indiana.   |
| HILANDS, WILLIAM SAMUEL . . . . .    | Ohio.      |
| HURRLE, ULRIC KREPPS . . . . .       | Indiana.   |
| IRELAND, DAVID ANDREW . . . . .      | Indiana.   |
| IRELAND, EDGAR CALKINS . . . . .     | Indiana.   |
| JACKSON, ERNEST ANDREW . . . . .     | Iowa.      |
| JACKSON, GRAYDON BROCK . . . . .     | Iowa.      |
| JAQUITH, HUGH ANDREW . . . . .       | Indiana.   |
| JAY, JOSEPH POWERS . . . . .         | Indiana.   |
| JENKINS, HOWARD CHESTER . . . . .    | Indiana.   |
| JOHNSON, ALBERT . . . . .            | Missouri.  |
| JOHNSON, JOHN STUDEBAKER . . . . .   | Indiana.   |
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| KOONTZ, ERZA WILLARD . . . . .       | Indiana.   |
| KOOPMAN, BERNARD SWAFFORD . . . . .  | Indiana.   |
| LAMOS, CHARLES CHAUNCEY . . . . .    | Illinois.  |
| LANE, GEORGE HAMILTON . . . . .      | Iowa.      |
| LAPHAM, ANSON JOSEPH . . . . .       | Illinois.  |
| LEE, HOLMAN . . . . .                | Missouri.  |
| LIGHTFOOT, MURCHISON DAVID . . . . . | Missouri.  |
| LOGAN, WILLIAM VEST . . . . .        | Missouri.  |
| LOMAX, FRANK BOLTON . . . . .        | Illinois.  |
| LUCAS, HENRY VANNOYE, JR . . . . .   | Missouri.  |
| LULL, CAREY ARTHUR . . . . .         | Michigan.  |
| LUTTRELL, CHARLES SWAN . . . . .     | Tennessee. |
| MACKENZIE, EDWIN MORGAN . . . . .    | Ohio.      |
| MADDUX, FREDERICK WILBUR . . . . .   | Ohio.      |
| MALLETTE, HAROLD BARTLETT . . . . .  | Illinois.  |

|                                      |             |
|--------------------------------------|-------------|
| MALTBY, HOWARD SCOTT . . . . .       | Indiana.    |
| MARR, GLENN DEMOTTE . . . . .        | Indiana.    |
| MARSHALL, THOMAS FRANCIS . . . . .   | Missouri.   |
| MATTHEWS, CHARLES ERNEST . . . . .   | Indiana.    |
| MAXWELL, FRANK . . . . .             | Missouri.   |
| MCCONNELL, WILLIAM LEAVITT . . . . . | Ohio.       |
| MCCREARY, FRANK BLAIR . . . . .      | Iowa.       |
| MCMILLAN, FRANK HAROLD . . . . .     | Missouri.   |
| MCMILLAN, WILLIAM LAWRENCE . . . . . | Missouri.   |
| METZGER, HOMER LEGAR . . . . .       | Ohio.       |
| MEYER, LEON GARFIELD . . . . .       | Missouri.   |
| MIDDENDORF, GEORGE NEWCOMB . . . . . | Illinois.   |
| MILLER, JAMES HARRISON . . . . .     | Indiana.    |
| MILNOR, GEORGE EDWARD . . . . .      | Illinois.   |
| MOLLER, JOHN JAY . . . . .           | Missouri.   |
| MOORHEAD, HERBERT JOHN . . . . .     | Indiana.    |
| MORRIS, RICHARD OAKLEY . . . . .     | Kansas.     |
| MYERS, CHARLES BENJAMIN . . . . .    | Illinois.   |
| OBEAR, JULIEN WESTERN . . . . .      | California. |
| PEATMAN, ROY LEIGHTON . . . . .      | Iowa.       |
| PECK, WILLIAM JOHN . . . . .         | Missouri.   |
| PHELPS, PORTER INCREASE . . . . .    | Iowa.       |
| POLLARD, CHARLES ROBERT . . . . .    | Indiana.    |
| POWELL, DAVID HARVEY . . . . .       | Ohio.       |
| PUGH, ROBERT CHAPLAIN . . . . .      | Kansas.     |
| RAY, PROSSER . . . . .               | Missouri.   |
| RAYMOND, CHARLES WHITFORD . . . . .  | Indiana.    |
| REA, ROBERT HOMER . . . . .          | Indiana.    |
| RHOADES, PIERRE . . . . .            | Missouri.   |
| RIETZ, VICTOR ALBERT . . . . .       | Illinois.   |

## CULVER MILITARY ACADEMY.

|   |            |
|---|------------|
| RILEY, EDWIN HOWARD . . . . .             | Missouri.  |
| RILEY, HENRY CLAY . . . . .               | Missouri.  |
| RODGERS, CHARLES MCGHEE . . . . .         | Tennessee. |
| RUDDELL, RAYMOND . . . . .                | Indiana.   |
| RUNYAN, JOHN JAMES . . . . .              | Indiana.   |
| RUSSELL, IVERS . . . . .                  | Missouri.  |
| SARTORE, WALTER TAYLOR . . . . .          | Missouri.  |
| SCHAFER, CHALMER CHRISTIAN . . . . .      | Indiana.   |
| SCOTT, XENOPHON CHRISTMAS COLE . . . . .  | Ohio.      |
| SHOTWELL, CHARLES SPENCER . . . . .       | Indiana.   |
| SILL, RALPH HENRY . . . . .               | Ohio.      |
| SIMONS, ALBERTUS CLINTON CAPRON . . . . . | Indiana.   |
| SIMONS, OSCAR AUGUSTUS . . . . .          | Indiana.   |
| SKINNER, EDWARD LEMOINE . . . . .         | Missouri.  |
| SMITH, COLUMBUS POWELL . . . . .          | Tennessee. |
| SMITH, DAVID TURPIE . . . . .             | Indiana.   |
| SMITH, JONAS HENRY . . . . .              | Indiana.   |
| SPEERY, IRA BENJAMIN . . . . .            | Ohio.      |
| STEVENS, CARROLL LEE . . . . .            | Indiana.   |
| STIFEL, WALTER . . . . .                  | Missouri.  |
| SUTHERLAND, GRANT HAMILTON . . . . .      | Missouri.  |
| TAYLOR, WILLARD . . . . .                 | Ohio.      |
| TERHUNE, JOHN C. . . . .                  | Missouri.  |
| THAYER, LEE CARLTON, JR. . . . .          | Indiana.   |
| THOMAS, ROLAND VINCENT . . . . .          | Ohio.      |
| TITSWORTH, LAWS LYNWOOD . . . . .         | Missouri.  |
| TODD, HARRY DAVIDSON . . . . .            | Missouri.  |
| TRESSLER, AUSTIN . . . . .                | Ohio.      |
| VAN VLECK, ALFRED WHEELER . . . . .       | New York.  |
| VAN VLECK, GEORGE HENRY, JR. . . . .      | New York.  |

|  |           |
|--|-----------|
| VAUGHAN, CHARLES WEAVER . . . . .        | Missouri. |
| VORIS, WILLIAM SLADE . . . . .           | Ohio.     |
| WALTER, CLYDE ROBERT . . . . .           | Indiana.  |
| WESTGATE, GEORGE CLEMENT . . . . .       | Missouri. |
| WEYER, STEWART WICKLIFFE . . . . .       | Indiana.  |
| WHITE, GLYNDON DELASKIE MILLAR . . . . . | Indiana.  |
| WHITE, OLIVER JOSEPH . . . . .           | Missouri. |
| WILSON, DOXEY ROBERT . . . . .           | Indiana.  |
| WISEMAN, CHARLES SUMNER . . . . .        | Indiana.  |
| WOODARD, GUY KNOX . . . . .              | Iowa.     |
| WOODWARD, JULIUS WILSON . . . . .        | Missouri. |
| YARYAN, EDWARD BROWN . . . . .           | Ohio.     |
| YOKE, NELSON, JR. . . . .                | Indiana.  |
| YOUNGE, LAWRENCE JOHN . . . . .          | Indiana.  |

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### Summary by States.

|                     |     |                        |   |
|---------------------|-----|------------------------|---|
| Indiana . . . . .   | 60  | Kentucky . . . . .     | 2 |
| Missouri . . . . .  | 42  | New York . . . . .     | 2 |
| Ohio . . . . .      | 17  | California . . . . .   | 1 |
| Illinois . . . . .  | 13  | Michigan . . . . .     | 1 |
| Iowa . . . . .      | 11  | South Dakota . . . . . | 1 |
| Kansas . . . . .    | 3   | Texas . . . . .        | 1 |
| Tennessee . . . . . | 3   | Wisconsin . . . . .    | 1 |
| Total . . . . .     | 158 |                        |   |

## Graduates—1898.

|                                      |            |
|--------------------------------------|------------|
| COX, CHARLES GORDON . . . . .        | Latin.     |
| FLEET, JOHN SEDDON . . . . .         | Classical. |
| GARN, HERBERT MEDBOURN . . . . .     | Classical. |
| LIGHTFOOT, MURCHISON DAVID . . . . . | Latin.     |
| MARSHALL, THOMAS FRANCIS . . . . .   | Classical. |
| REA, ROBERT HOMER . . . . .          | Latin.     |
| RHOADES, PIERRE . . . . .            | Classical. |

## Honors for Session 1897-8.

|                                      |  |
|--------------------------------------|--|
| COX, CHARLES GORDON . . . . .        | } Special Mention in<br>U. S. Army Register. |
| FLEET, JOHN SEDDON . . . . .         |  |
| LIGHTFOOT, MURCHISON DAVID . . . . . |  |

For the Session of 1898-9, the following Gold Medals will be offered:

**SCHOLARSHIP**—To the Cadet in First Class receiving the highest average for the last two years.

**ELOCUTION**—To the best Declaimer. Open to all Cadets.

**SPELLING**—Open to every Cadet.

**EXCELLENCE IN DEPORTMENT**—Open to every Cadet.

**EXCELLENCE IN DRILL**—Open to every Cadet.

**PHYSICAL DEVELOPMENT**—Open to every Cadet.





|   |            |
|---|------------|
| RILEY, EDWIN HOWARD . . . . .             | Missouri.  |
| RILEY, HENRY CLAY . . . . .               | Missouri.  |
| RODGERS, CHARLES MCGHEE . . . . .         | Tennessee. |
| RUDDELL, RAYMOND . . . . .                | Indiana.   |
| RUNYAN, JOHN JAMES . . . . .              | Indiana.   |
| RUSSELL, IVERS . . . . .                  | Missouri.  |
| SARTORE, WALTER TAYLOR . . . . .          | Missouri.  |
| SCHAFER, CHALMER CHRISTIAN . . . . .      | Indiana.   |
| SCOTT, XENOPHON CHRISTMAS COLE . . . . .  | Ohio.      |
| SHOTWELL, CHARLES SPENCER . . . . .       | Indiana.   |
| SILL, RALPH HENRY . . . . .               | Ohio.      |
| SIMONS, ALBERTUS CLINTON CAPRON . . . . . | Indiana.   |
| SIMONS, OSCAR AUGUSTUS . . . . .          | Indiana.   |
| SKINNER, EDWARD LEMOINE . . . . .         | Missouri.  |
| SMITH, COLUMBUS POWELL . . . . .          | Tennessee. |
| SMITH, DAVID TURPIE . . . . .             | Indiana.   |
| SMITH, JONAS HENRY . . . . .              | Indiana.   |
| SPERRY, IRA BENJAMIN . . . . .            | Ohio.      |
| STEVENS, CARROLL LEE . . . . .            | Indiana.   |
| STIFEL, WALTER . . . . .                  | Missouri.  |
| SUTHERLAND, GRANT HAMILTON . . . . .      | Missouri.  |
| TAYLOR, WILLARD . . . . .                 | Ohio.      |
| TERHUNE, JOHN C. . . . .                  | Missouri.  |
| THAYER, LEE CARLTON, JR. . . . .          | Indiana.   |
| THOMAS, ROLAND VINCENT . . . . .          | Ohio.      |
| TITSWORTH, LAWS LYNWOOD . . . . .         | Missouri.  |
| TODD, HARRY DAVIDSON . . . . .            | Missouri.  |
| TRESSLER, AUSTIN . . . . .                | Ohio.      |
| VAN VLECK, ALFRED WHEELER . . . . .       | New York.  |
| VAN VLECK, GEORGE HENRY, JR. . . . .      | New York.  |

|  |           |
|--|-----------|
| VAUGHAN, CHARLES WEAVER . . . . .        | Missouri. |
| VORIS, WILLIAM SLADE . . . . .           | Ohio.     |
| WALTER, CLYDE ROBERT . . . . .           | Indiana.  |
| WESTGATE, GEORGE CLEMENT . . . . .       | Missouri. |
| WEYER, STEWART WICKLIFFE . . . . .       | Indiana.  |
| WHITE, GLYNDON DELASKIE MILLAR . . . . . | Indiana.  |
| WHITE, OLIVER JOSEPH . . . . .           | Missouri. |
| WILSON, DOXEY ROBERT . . . . .           | Indiana.  |
| WISEMAN, CHARLES SUMNER . . . . .        | Indiana.  |
| WOODARD, GUY KNOX . . . . .              | Iowa.     |
| WOODWARD, JULIUS WILSON . . . . .        | Missouri. |
| YARYAN, EDWARD BROWN . . . . .           | Ohio.     |
| YOEK, NELSON, JR. . . . .                | Indiana.  |
| YOUNGE, LAWRENCE JOHN . . . . .          | Indiana.  |

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**EXCELLENCE IN DRILL**—Open to every Cadet.

**PHYSICAL DEVELOPMENT**—Open to every Cadet.





RIFLE CALISTHENICS.  
BUTTS MANUAL.

# **Culver Military Academy**

Was founded in 1894 by Mr. H. H. Culver, a generous and philanthropic citizen of St. Louis, Missouri, with the view of helping the boys of the present day to secure the education which would best fit them for college or university, or for an honorable and useful business career.

Mr. Culver died September 26, 1897, deeply lamented by all who knew him, and especially by the officers and cadets of the Academy. But the work he had so wisely begun has been taken up where he had left it, by Mrs. Culver and her sons, who desire to make it the fittest monument they could erect to the memory of the noble founder.

## **The Buildings.**

On the 4th of February, 1895, the frame building first used for the school was burned to the ground. It was at once decided to erect, on a much more elaborate scale, a building that should be

### **Absolutely Fire-Proof**

and constructed without regard to expense. This was done in the spring and summer of 1895; the material entering into the construction being *brick, stone, steel*, and

.

*iron*, with only the floors, window frames, and doors made of wood. The floors are laid upon a bed of concrete nine inches thick, so that it is impossible for the building to be injured by fire.

### **West Barracks.**

The unexpected addition of some seventy Cadets and six additional instructors in October, 1897, filled to overflowing the main building of the Academy, and at once was begun the erection of a new Barracks which should contain six spacious section rooms, a chemical and a physical laboratory, and dormitories for two Academy Officers and forty-four Cadets. This building was completed in March, 1897, was furnished during the summer, and made ready for occupancy in September.

Both of the buildings are finished in hard wood, heated by steam, lighted by electricity, and have on each floor hot and cold water, baths, lavatories and toilet conveniences, such as are found in a modern hotel. The furniture of the bed rooms, each occupied by two boys in single beds, consists of wardrobe, chiffonier, blacking-box, study table, and chairs, and is all oiled oak finish, substantially made to order for the Academy.



THE WEST BARRACKS—ERECTED 1897.  
WAITING FOR ASSEMBLY.



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## **Academy Officers in Barracks.**

At least one member of the Academy faculty has his quarters upon each hall, as far as may be in the midst of the Cadets. He has general charge of the order upon that floor, and, with the assistance of the Cadet Officers, sees that the rules of the Academy are enforced.

## **The Gymnasium.**

The Gymnasium, 70x80 feet, near the Academy, complete with athletic appliances, furnishes an excellent drill hall, with space for exercises and games. Additional accommodations in this respect will be provided as the growth of the school may demand.

## **The Riding Hall.**

The new riding hall, just completed, will furnish abundant room for indoor drills and games of all sorts, during the winter months. A full description of this will be found under the heading "Cavalry."

### **Transfer of the Missouri Military Academy.**

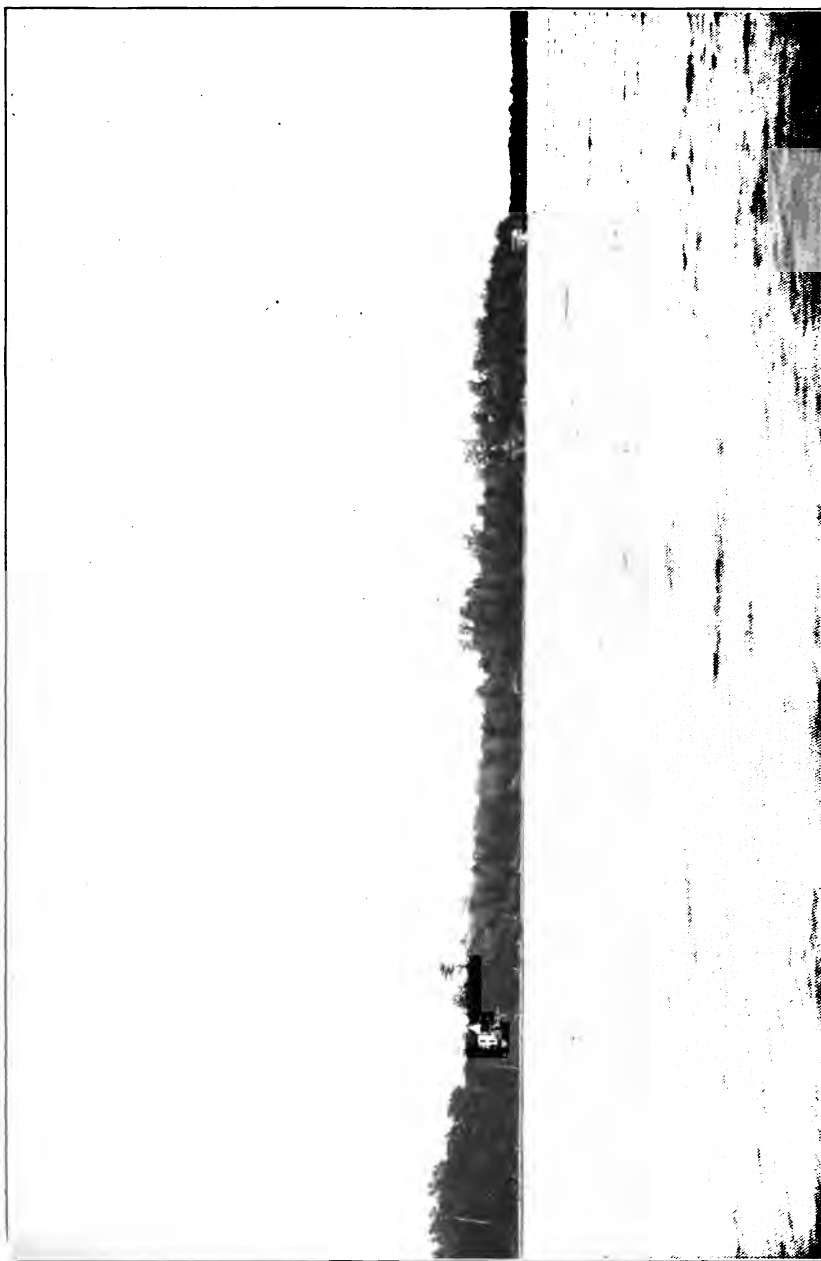
This school was founded in 1890, at Mexico, Missouri, 110 miles west of St. Louis, by the present Superintendent of the Culver Academy, and was a great success from the day of its opening. It was crowded to overflowing the first session, and the capacity was doubled in 1891, the whole plant costing about \$85,000.

For the first three years every room was full and the capacity was taxed to its utmost, and only from the financial depression of 1893, '94 and '95 were the numbers slightly reduced. The character of the patronage was of the highest order, and the total numbers ran up to more than 700, from every Congressional District in Missouri, and from twenty-three States and Territories.

The school had opened in the fall of 1896, with a larger attendance and better prospects than it had had since 1892-3. But on the night of September 24 the buildings caught fire from the electric wires, and in a few hours were burned to the ground.

Providentially no lives were lost, although some of the boys were hurt in escaping from the building. They were at once sent to their homes, and for a day or two no thought was entertained of ever collecting them again.





LOOKING ACROSS THE LAKE FROM WEST BARRACKS.

But a generous proposition was made by Mr. Culver to unite the two schools at Culver, Indiana, and to appoint Colonel Fleet Superintendent of the united Academies.

The offer was accepted, and in ten days from the burning of the M. M. A. every old Cadet who was able to travel (except three who had entered other schools under the impression that the M. M. A. would not again be opened), from Pennsylvania in the East to California and Colorado in the West, came together and joined their Superintendent and Teachers at the Culver Academy.

Here all met a most enthusiastic reception from the citizens of the town and country around, and from the Cadets of the Culver Academy. The two Academies and teachers and their faculties have been happily and perfectly blended, and the Culver Academy has taken a front rank among the best military schools of the country, with a register for the present year of 158 Cadets, and an unusually able and accomplished faculty.

### **Dangers from Fire.**

In view of the unprecedented fatality caused by fire recently among institutions of learning, it is not out of place to draw careful attention to the following certified

statement of the architect, showing that both the school buildings, with sleeping rooms and offices, of the Culver Military Academy are, as previously stated, absolutely fire-proof, in which very important particular it is pre-eminent among the schools of America:

"All exterior walls are of stone and brick laid in cement and resting upon heavy concrete foundations; stairways are spacious and built of iron; the interior supports for the floors and roof throughout being heavy steel I beams, filled between with arches of concrete, upon which rests a three-quarter-inch hardwood floor. The partitions are composed entirely of steel lathing fastened to concrete and steel studding and covered with two coats of Agatite cement plaster and one coat of plaster of Paris, the whole forming a thorough and complete system of fire-proofing which guarantees against fire, regardless of its origin, and perfect safety to the occupants of the buildings."—ALBERT KNELL, Architect.

That this should be a matter of supreme importance to parents who have their sons at school away from home is shown by a glance at the subjoined list (taken from insurance records) of educational institutions at the following locations, which were partially or wholly destroyed by fire during the period from August 25, 1896, to April 22, 1897, involving, in some instances, loss of life and serious bodily injuries; entailing upon students great damage to personal effects, necessitating a re-







MARCHING TO MESS.

payment of tuition in other schools, the expense incident to such changes, and the destruction of nearly two million dollars worth of property.

| DATE<br>1896 | NAME                            | LOCATION                | LOSS     |
|--------------|---------------------------------|-------------------------|----------|
| Aug. 25,     | Rocklin Public School . . . .   | Rocklin, Cal . . . .    | \$ 5,000 |
| " 29,        | Public School . . . . .         | Wellsboro, Ky . . . .   | 12,000   |
| " 29, Ia.    | State Feeble-Minded Inst .      | Omaha, Neb . . . .      | 150,000  |
| " 30,        | School of Mines . . . . .       | Scranton, Pa . . . .    | 20,000   |
| " 31,        | East Terre Hill School . . . .  | Lancaster, Pa . . . .   | 5,000    |
| Sept. 1,     | Halifax Ladies' College . . . . | Halifax, N. B . . . .   |          |
| " 1,         | State Feeble-Minded Inst . .    | Frankfort Ky . . . .    | 75,000   |
| " 6,         | Public School . . . . .         | Cheney, Wash . . . .    | 1,500    |
| " 9,         | Sunol Street School . . . . .   | San Jose, Cal . . . .   |          |
| " 10,        | Chi Phi Chapel Rutgers Col . .  | New Brunswick, N. J. .  | 8,000    |
| " 11,        | Mt. Prospect Sanitarium . . .   | Binghampton, N. Y. .    | 10,000   |
| " 24,        | Missouri Military Academy . .   | Mexico, Mo . . . .      | 90,000   |
| " 26,        | Northern Illinois College . . . | Fulton, Ill . . . .     | 20,000   |
| " 27,        | Mt. Holyoke College . . . .     | South Hadley, Mass .    | 200,000  |
| " 29,        | Norfolk High School . . . .     | Overton, Texas . . . .  | 2,000    |
| Oct. 4,      | Spencer College . . . . .       | Paris, Texas . . . .    |          |
| " 7,         | Michael's University . . . .    | Logansport, Ind . . . . | 50,000   |
| " 7,         | Parsons Horological Institute . | Peoria, Ill . . . .     | 2,000    |
| " 10,        | High and Public School . . . .  | Newcastle, Ont . . . .  | 5,400    |
| " 16,        | The Bloomfield Academy . . .    | Denison, Texas . . . .  | 18,000   |
| " 19,        | School House . . . . .          | Macon, Ill . . . .      |          |
| " 21,        | Culleoka Academy . . . . .      | Culleoka, Tenn . . . .  |          |
| " 23,        | High School . . . . .           | Newport, Ind . . . .    | 5,000    |
| " 27,        | Carthage College . . . . .      | Carthage, Ill . . . .   |          |

## CULVER MILITARY ACADEMY.

| DATE     | NAME                              | LOCATION                     | LOSS     |
|----------|-----------------------------------|------------------------------|----------|
| 1896     |                                   |                              |          |
| Nov. 10, | College Building . . . . .        | Orange, Texas . . . . .      | \$ 5,000 |
| " 18,    | Public School . . . . .           | Glenwood, Texas . . . . .    | 3,000    |
| Dec. 6,  | Northwestern Christian Col . .    | Excelsior, Minn . . . . .    | 15,000   |
| " 10,    | Bennett School . . . . .          | Morristown, Ind . . . . .    |          |
| " 12,    | Urbana High School . . . . .      | Urbana, Ohio . . . . .       | 80,000   |
| " 15,    | Knoxville, College . . . . .      | Knoxville, Tenn . . . . .    | 25,000   |
| " 17,    | Detroit College of Medicine . .   | Detroit, Mich . . . . .      | 75,000   |
| " 26,    | Tonawanda High School . . . .     | Tonawanda, N. Y . . . . .    | 75,000   |
| 1897     |                                   |                              |          |
| Jan. 6,  | Conv't Our Lady of Lake St. John. | Roberval, Que . . . . .      | 75,000   |
| " 11,    | Monongalia Academy . . . . .      | Morgantown, W. Va . . . . .  | 15,000   |
| " 14,    | Morse School . . . . .            | New Rochelle, N. Y . . . . . | 20,000   |
| " 16,    | Buckner's Orphans' Home . .       | Dallas, Texas . . . . .      | 20,000   |
| " 16,    | Good Templars' Orphans' Home,     | Vallejo, Cal . . . . .       | 7,000    |
| " 18,    | Catholic School . . . . .         | Vandalia, Ill . . . . .      | 2,000    |
| " 20,    | Bellevue Medical College . . .    | New York, N. Y . . . . .     | 10,000   |
| " 21,    | City High School . . . . .        | Little Falls, Minn . . . . . | 30,000   |
| " 24,    | Belleville Business College . .   | Belleville, Ont . . . . .    | 10,000   |
| " 24,    | School House . . . . .            | Litchfield, Minn . . . . .   | 8,000    |
| " 25,    | Public School . . . . .           | St. Elmo, Ill . . . . .      | 4,000    |
| " 25,    | Melrose High School . . . . .     | Melrose, Mass . . . . .      | 20,000   |
| " 26,    | W. Middletown Pub. School . .     | Washington, Pa . . . . .     | 5,000    |
| " 26,    | School House . . . . .            | Poneta, Ind . . . . .        | 2,500    |
| " 26,    | School House . . . . .            | Pawpaw, Ill . . . . .        | 12,500   |
| " 27,    | School House . . . . .            | Monroe, N. J . . . . .       |          |
| " 27,    | School House . . . . .            | Carbondale, Pa . . . . .     | 5,000    |
| " 28,    | Delhi Public School . . . . .     | Delhi, Ont . . . . .         | 5,000    |
| " 28,    | West High School . . . . .        | Burlington, Iowa . . . . .   | 18,000   |

| DATE<br>1897 | NAME                              | LOCATION                    | LOSS      |
|--------------|-----------------------------------|-----------------------------|-----------|
| Jan. 29,     | Patton Seminary . . . . .         | Dallas, Texas . . . . .     | \$ 15,000 |
| " 30,        | Ladies' Cottage . . . . .         | State College, Pa . . . . . | 1,500     |
| Feb. 1,      | Genesee Wesleyan Seminary . .     | Lima, N. Y . . . . .        | 50,000    |
| " 2,         | High School . . . . .             | Menominee, Wis . . . . .    | 40,000    |
| " 2,         | Manual Training School . . . .    | " " . . . . .               | 100,000   |
| " 12,        | Lancaster Medical Institute . .   | Lancaster, Ohio . . . . .   |           |
| " 23,        | School House . . . . .            | Taylorsville, Pa . . . . .  | 2,000     |
| " 25,        | School House . . . . .            | Wykoff, Minn . . . . .      | 4,000     |
| " 26,        | Graded School . . . . .           | Hawley, Minn . . . . .      | 4,000     |
| Mch. 5,      | Steper School . . . . .           | Cambridge, Mass . . . . .   | 3,000     |
| " 6,         | Public School . . . . .           | Pecos, Tex . . . . .        | 3,500     |
| " 8,         | Dexter School House . . . . .     | Dexter, Minn . . . . .      | 1,500     |
| " 10,        | Pine Farm School . . . . .        | Waban, Mass . . . . .       | 2,000     |
| " 18,        | Grammar School . . . . .          | New York, N. Y . . . . .    | 10,000    |
| April 1,     | Chapel University of South . .    | Sewanee, Tenn . . . . .     | 2,000     |
| " 15,        | School House . . . . .            | Salina, Kan . . . . .       | 2,000     |
| " 16,        | School House . . . . .            | Clifton, Tenn . . . . .     | 1,500     |
| " 16,        | University California . . . . .   | Berkeley, Cal . . . . .     | 40,000    |
| " 16,        | St. Patrick School . . . . .      | Halifax, N. S . . . . .     | 6,000     |
| " 22,        | Col. N. Y. Inf. for Wom. & Chil., | New York, N. Y . . . . .    | 35,000    |

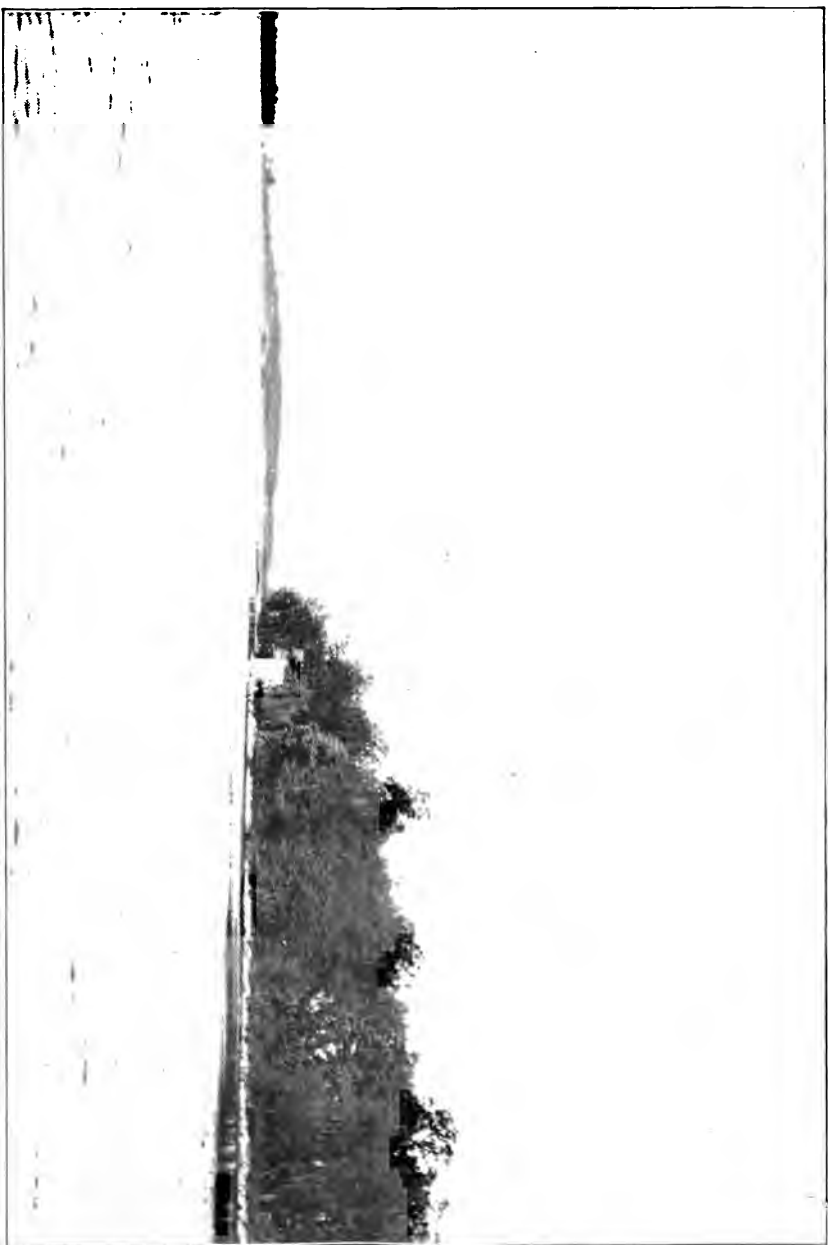
## Location.

The location of the Academy is an ideal one, possessing every advantage of convenience and healthfulness, taking the student out of the unwholesome atmosphere of city life and placing him among the softening influences

of inspiring nature, in which his mind is most susceptible to good discipline and careful, mental, moral, and physical training.

### **Lake Maxinkuckee,**

On the northern shore of which the Academy is situated, covers an area of about twelve square miles, and is one of the most beautiful lakes in the world. The Indian word, "Maxinkuckee," is variously interpreted, the most probable derivations being those that suggest the beautiful, limpid appearance of the lake, such as "Diamond Lake," "Clear Water," "Gravelly Bottom." Set in an amphitheatre of finely wooded, rolling country, the sparkling, gem-like appearance of the lake strikes the visitor with a sense of ideal beauty. Nor is the first impression altered by further acquaintance with the nature of the region. The soil of clay and gravel, the abundance of pure spring water, the clean, dry banks of the lake, the gentle declivity of its sandy shores, and the entire absence of marshy vegetation, confirm the statements of old residents that this is one of the healthiest spots in the United States.



VIEW OF MAXINKUCKEE, LOOKING WEST.

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### **The Academy**

Occupies, perhaps, the finest situation on the lake, in a park of 300 acres, thickly covered with maples, oaks, and beeches, and free from undergrowth.

The shores of the lake are dotted with charming summer residences and hotels, and many visitors from all parts of the country, from Indianapolis, Chicago, St. Louis, and other large cities, seek health and recreation amid the cool lake breezes and ample shades of the surrounding woods.

### **Accessibility.**

The Academy is on the Vandalia-Pennsylvania Railway, and of easy access from the great railroad centers of Chicago, St. Louis, Indianapolis, Cincinnati, Columbus, and Toledo; 33 miles from Logansport and South Bend, 70 from Ft. Wayne, 84 from Chicago, and 110 from Indianapolis.

About a mile west of the Academy lies the village of Culver, with a population of a few hundred. The town until recently had the name of Marmont, but as a mark of appreciation of his generosity to the community, the name was changed to that of the founder of the school.

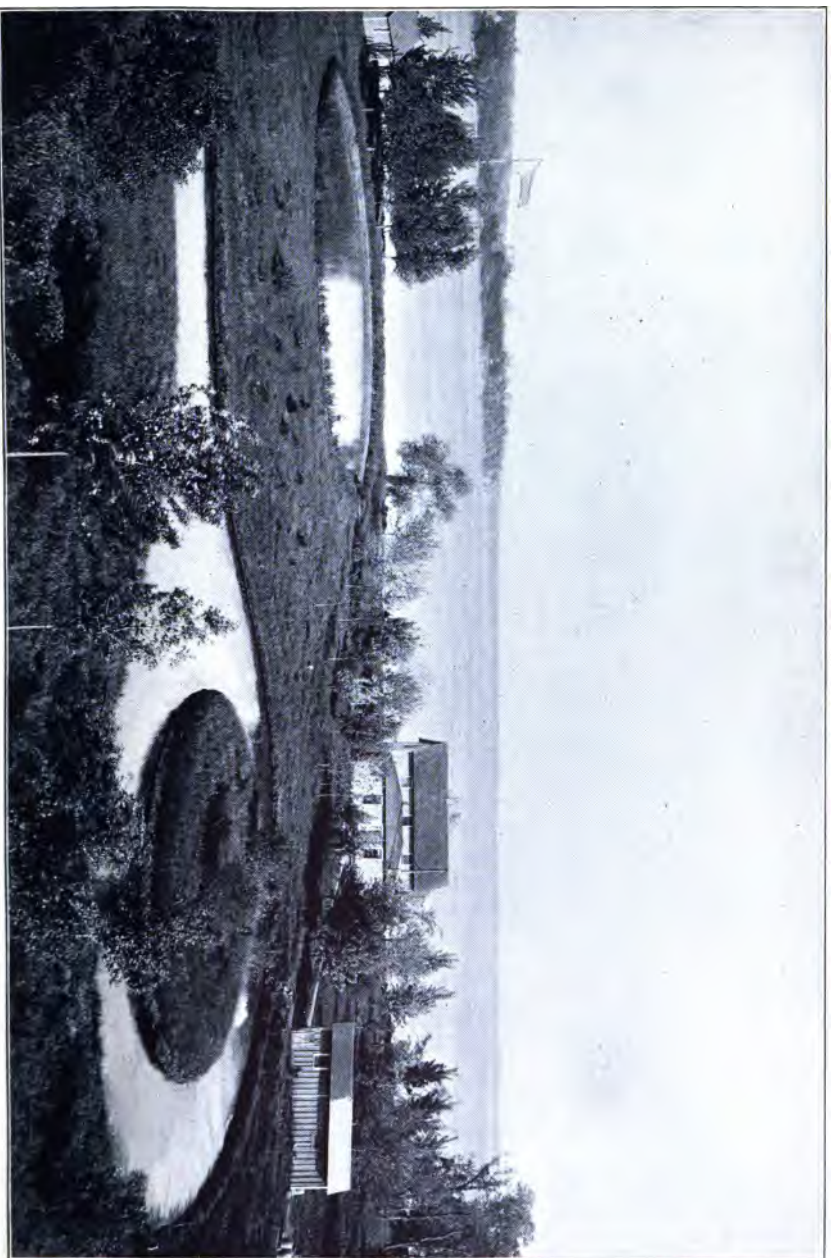


## **The Campus and Grounds.**

The campus and grounds contain over three hundred acres, including parade grounds, athletic field, tennis courts, and bicycle track. There is also a fine half-mile track in connection with the grounds, designed for the use of cavalry drill and bicycle or foot races. The grounds abound in artesian wells, which throw constant streams of water, strong in medicinal properties.

## **Aim and Scope.**

The critical years of every boy's life are those between twelve and twenty. Home influence begins to lose its hold, and the restlessness and lawlessness of young manhood to assert itself even in the noblest and most generous natures. Many a parent, feeling that his boy was growing too large for his control, or painfully conscious of wild and reckless impulses and energies in his hitherto docile child, acting as he thinks for the best, has sent him to college or university. There, with his mind unawakened and his moral nature undisciplined, he has fallen an easy victim to vicious companions or to the evil influences to which he must needs be exposed.



CORNER OF GROUNDS FROM BARRACKS WINDOW.



We owe it to our boys to shield them in every possible manner in this period of greatest danger. How is this to be done?

### **Mental Training**

Can do much, and upon this idea alone the college or university is based. The mind is awaking, and seizes upon new ideas, or seeks knowledge with as keen a relish as the hungry boy devours food. And every teacher knows that the eager student is far less open to every form of temptation, is far apter to occupy a higher moral plane than his less interested companion.

But this is not all. The very activity of his mind is often a severe tax upon his physical strength, and many of the most successful students spend the best years of their early manhood in recovering from the evil effects of overwork, or the direct violation of Nature's laws during their college course.

### **Athletic Sports**

Form an excellent outlet for the energies. But these must be wisely directed and judiciously used, for the boy is not the wisest judge of what is best in these sports.

Who are the boys who usually succeed best at college? Those to whom poverty teaches the stern lessons of self-denial and self-control, from which those who are able gladly shield their children for a longer period. And they do so wisely, if they can at the same time procure for them a discipline which will take the place in part of the severe discipline of life. This is the claim made for the

### **Culver Military Academy.**

It is proposed to keep the Cadets fully occupied; to stimulate mental activity and promote intellectual growth by all means in the power of the best teachers; to preserve a careful oversight of the physical health; to encourage all gymnastic and athletic sports. Above all, it is believed that in the

### **Military Feature**

of this school is offered the wisest solution of the even more important question of the development of a character based upon right principles, without which all else is vain. By this feature, so fascinating to every boy's natural taste, there can be exercised over him a restraint under which he would surely chafe if it came from any outside source. He is bound by every noble impulse and by every



THE SIGNAL CORPS.

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incentive of honor and ambition to learn first the self-control and implicit obedience to orders, by which alone he can prepare himself in turn to command and control others.

### **Moral and Religious Instruction.**

The Academy is not conducted in the interest of any religious denomination, and yet its officers will do all in their power to make it a decided Christian school. The faculty are all active Christian men, representing several churches, and they will spare no effort to give a high moral and religious tone to the school. There are held in the chapel daily religious services, consisting of reading the Scriptures, singing and prayer; and on Sundays all the Cadets are required to attend services in the Academy Chapel.

### **Chapel Services.**

Frequently during the year the Academy is visited by eminent ministers and laymen, who deliver sermons or addresses to the Cadets. At other times some good sermon, appropriate to young men, is read by the Superintendent, and the exercises are varied by responsive readings and excellent music by the Cadets, led by an orchestra formed from their own number.

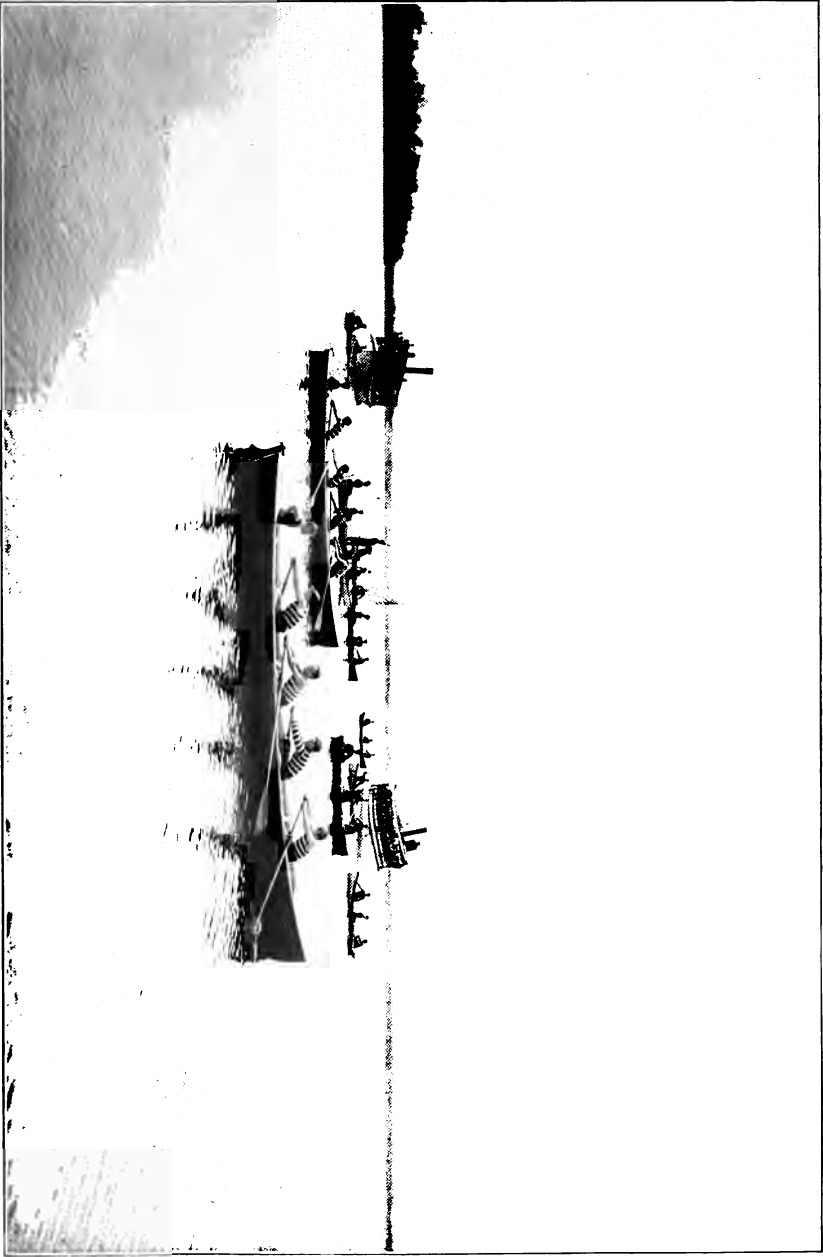


# **Academic Department.**

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## **Requirements for Admission.**

No special examination is required for admission. A boy is assigned to the class for which his previous studies would seem to have prepared him, and, if unable to progress satisfactorily, he is put into a lower class until he finds one suited to his attainments. Special attention will be paid to the weak points in each boy's previous training, and the deficiencies in this direction will be carefully met. The utmost care will be taken to teach boys how to study, and to learn the reasons for rules and principles, as well as the rules themselves. It will be the constant aim of this school to give the most thorough and complete grounding in the subjects pursued, whether the Cadet be fitting himself for college and university, or for the active duties of a business life.



THE ANNUAL REGATTA.  
THE START.



## **Monthly Reports.**

A daily record is kept of the class standing and deportment of each Cadet, and at the end of the month a monthly report is made up from these daily records and sent to parents or guardians. Their attention is especially called to these reports. In order to pass to a higher class, or to complete any study, there is required a final grade of sixty, made up from the daily recitations and the monthly and final examinations.

## **Diplomas.**

The institution is regularly chartered under the laws of Indiana, and is prepared to grant diplomas or certificates of proficiency to all who successfully pass its examinations. The diplomas are of three grades, A, B, C, in accordance with excellence in scholarship. To secure an A diploma, a Cadet must reach an average grade of at least eighty-five in the second class and of ninety in the first. The B diploma is given to those whose average is not less than eighty-two in the studies of the first class; while the C diploma is given to Cadets who have received a general average of seventy-five in the studies of the first class, but those holding a C diploma are not recommended for admission to any university without re-examination.

## **Admission Without Examination.**

Graduates of this Academy are admitted without examination to Wabash College, and the Universities of \*Chicago, Missouri, Stanford, Purdue, Indiana, Virginia.

## **Courses of Study.**

Cadets fitting themselves to enter any college or university, or the United States Military or Naval Academy, will find the courses arranged to prepare them for the freshman or sophomore class of the leading colleges or universities; or, if they expect to enter a business or commercial life, a course prepared especially for them in this line. The utmost thoroughness is insisted upon in the lower classes, and correct methods of study and reflection are constantly taught and illustrated, since it is at this period of life that the foundation is laid for real scholarship, or for mere surface knowledge. The classes are generally small, and the teacher will thus have exceptional opportunities of personal contact.

These courses are made out to conform with the wise and judicious Report of the Committee of Ten, appointed by the National Teachers' Association in 1894, for the purpose of securing greater uniformity of instruction in college preparatory schools.

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\* Affiliated with University of Chicago.



GUARD MOUNTING.

1

2

**Classical.***Fifth Class.*

|                             | Recitations<br>per week |
|-----------------------------|-------------------------|
| English . . . . .           | 5                       |
| Spelling . . . . .          | 5                       |
| Writing . . . . .           | 5                       |
| Arithmetic . . . . .        | 5                       |
| Geography (half year) . . . | 5                       |
| Reading (half year) . . . . | 5                       |

*Third Class.*

|                           | Recitations<br>per week |
|---------------------------|-------------------------|
| Rhetoric . . . . .        | 2                       |
| Ancient History . . . . . | 3                       |
| Latin . . . . .           | 5                       |
| Algebra . . . . .         | 5                       |
| Greek . . . . .           | 5                       |

*Fourth Class.*

|                              |   |
|------------------------------|---|
| Composition . . . . .        | 2 |
| U. S. History . . . . .      | 3 |
| Latin . . . . .              | 5 |
| Algebra . . . . .            | 5 |
| Physiology (half year) . . . | 5 |
| Civil Government (half year) | 5 |

*Second Class.*

|                              |   |
|------------------------------|---|
| English Literature . . . . . | 2 |
| Physics . . . . .            | 5 |
| Latin . . . . .              | 5 |
| Geometry . . . . .           | 5 |
| Greek . . . . .              | 5 |

*First Class.*

|                              | Recitations<br>per week |
|------------------------------|-------------------------|
| English Literature . . . . . | 2                       |
| Chemistry . . . . .          | 3                       |
| Latin . . . . .              | 5                       |
| Greek . . . . .              | 5                       |
| Geometry (half year) . . . . | 5                       |
| Trigonometry (half year) . . | 5                       |



**Business.***Fifth Class.*

|                             | Recitations<br>per week |
|-----------------------------|-------------------------|
| English . . . . .           | 5                       |
| Spelling . . . . .          | 5                       |
| Writing . . . . .           | 5                       |
| Arithmetic . . . . .        | 5                       |
| Geography (half year) . . . | 5                       |
| Reading (half year) . . . . | 5                       |

*Third Class.*

|                               | Recitations<br>per week |
|-------------------------------|-------------------------|
| Rhetoric . . . . .            | 2                       |
| Ancient History . . . . .     | 3                       |
| Book-keeping . . . . .        | 5                       |
| Algebra . . . . .             | 5                       |
| Biology (half year) . . . . . | 5                       |
| Botany (half year) . . . . .  | 5                       |

*Fourth Class.*

|                              |   |
|------------------------------|---|
| English Composition . . . .  | 2 |
| U. S. History . . . . .      | 3 |
| Commercial Arithmetic . . .  | 5 |
| Algebra . . . . .            | 5 |
| Physiology (half year) . . . | 5 |
| Civil Government (half year) | 5 |

*Second Class.*

|                               |   |
|-------------------------------|---|
| English Literature . . . . .  | 2 |
| Physics . . . . .             | 5 |
| Mechanical Drawing . . . .    | 5 |
| Geometry . . . . .            | 5 |
| English History (half year) . | 5 |
| Typewriting (half year) . . . | 5 |

*First Class.*

|                              | Recitations<br>per week |
|------------------------------|-------------------------|
| English Literature . . . . . | 2                       |
| Chemistry . . . . .          | 5                       |
| Stenography . . . . .        | 5                       |
| Advanced Physiology . . . .  | 5                       |
| Geometry (half year) . . . . | 5                       |
| Trigonometry (half year) . . | 5                       |





ONE OF THE WALKS ALONG THE LAKE.

### **A Preparatory Course**

For the fourth class is established for boys who may be found deficient in Arithmetic or English Studies. This course is most thorough, and special efforts are made to have these Cadets join the fourth class at the earliest possible moment. In the Corps of Cadets, they rank exactly as if they were in regular classes.

### **Post-Graduate Classes.**

Cadets wishing to prepare for college above the freshman year will have special classes formed for them in Latin, Greek, Mathematics, French, and German. They will find this especially profitable, as the classes must necessarily be small, and they will be thrown daily into personal contact with their teachers, and will thus gain much more than in the crowded classes of the College.

### **Graduate Cadets.**

This institution is represented at West Point and Annapolis, at Yale, Princeton, Stanford, Clark, DePauw, Washington and Lee, the State Universities of Michigan, Virginia, and Missouri. The desire of the management is that the Culver Military Academy shall be recognized as the best college-fitting school in the Central West.

## Synopsis of Studies and Text Books.

### English.

FIFTH CLASS. *First Term:* Graves' Graded Speller and Longmans' Grammar. *Second Term:* Longmans' Grammar completed, Westlake's 3,000 Words, and reading Masterpieces of American Literature; a weekly reproduction of stories read in class is required.

FOURTH CLASS. Studies in English Composition (Keeler and Davis) complete; essays based upon work in U. S. History.

THIRD CLASS. Waddy's Rhetoric completed; essays upon subjects assigned in Ancient History.

SECOND CLASS. *First Term:* Stopford Brooke's English Literature, and reading Lamb's Tales from Shakspeare, The Merchant of Venice, and the Vicar of Wakefield. *Second Term:* Stopford Brooke's Literature, and reading The Ancient Mariner, De Quincey's Revolt of a Tartar Tribe, Sir Launfal, The House of Seven Gables and Tennyson's Idylls of the King.

FIRST CLASS. *First Term:* Syle's From Milton to Tennyson, critical study of Macbeth. *Second Term:* Syle's From Milton to Tennyson, the study of Paradise Lost, Books I. and II., Burke on Conciliation with America, Carlyle's Essay on Burns, and parallel reading.

### Greek.

THIRD CLASS. White's First Greek Book completed; Xenophon's Anabasis (Harper and Wallace, Book I., Chaps. 1, 2, 4, 5, 6, 7, 8).

SECOND CLASS. Xenophon's Anabasis, Book I. completed, Books II., III., IV. Greek Prose Composition (Harper and Castle), Written Exercises based on Books I.-IV., of the Anabasis. Hadley and Allen's Greek Grammar to Syntax.

FIRST CLASS. Homer's Iliad (Seymour), Books I., II., III., VI., including Prosody. Greek Prose Composition (Harper and Castle completed), Hadley and Allen's Greek Grammar through Syntax. Reading at sight from the Anabasis, Books V. and VI. Review of Paradigms and Verbs.

### History.

FOURTH CLASS. History of United States (Thomas) Completed.

THIRD CLASS. *First Term:* Myers' Eastern Nations and Greece completed. *Second Term;* Myers' History of Rome.

SECOND CLASS. *First Term:* Montgomery's English History completed. *Second Term:* Montgomery's Students' American History.

### Latin.

FOURTH CLASS. Harkness' Easy Method completed.

THIRD CLASS. *First Term:* Viri Romæ (Rolfe), Twenty Lives; translation into Latin of connected English prose based upon the text; Cæsar, Book II. *Second Term:* Cæsar (Harper and Tolman), Books I. and III., and Daniell's New Latin Composition, based on Books I. and III.

SECOND CLASS. *First Term:* Cæsar, Book IV.; Cicero, Orations I. and II., against Catiline; Daniell's Prose Composition, based on the above readings. *Second Term:* Cicero (Orations III. and IV., against Catiline); Archias and the Manilian Law; Daniell's Prose Composition, based on the above texts.

FIRST CLASS. Six Books of the Æneid and Arnold's Prose Composition completed.

Allen and Greenough's Grammar is used throughout the course.

**Mathematics.**

**FIFTH CLASS.** White's Complete Arithmetic (completed).

**FOURTH CLASS.** Milne's Elementary Algebra (completed); Commercial Arithmetic (completed).

**THIRD CLASS.** Milne's Higher Algebra to Logarithms.

**SECOND CLASS.** Wentworth's Plane Geometry (completed).

**FIRST CLASS.** *First Term:* Wentworth's Solid Geometry (completed). *Second Term:* Crockett's Plane Trigonometry (completed), with applications to Surveying and Navigation.

Post Graduate Course in Mathematics: Crockett's Spherical Trigonometry, with applications to Astronomical problems; Wills' College Algebra; Hardy's Analytical Geometry, or Runkle's Analytical Geometry.

**Modern Languages.**

**French.** **SECOND CLASS.** *First Term:* Chardenal's French Course, Part I.; *Second Term:* Chardenal, Part II., completed, and Henri Bué's Easy Dialogues and Conversational Reader.

**FIRST CLASS.** *First Term:* Coppée and Maupassant's Tales, and La Fontaine's Fables. *Second Term:* Alliot's Les Auteurs Contemporains, and Contes de Daudet.

**German.** **THIRD CLASS.** *First Term:* I. Keller's First Year in German. *Second Term:* Keller's Course, completed, and Harris' German Reader.

**SECOND CLASS.** *First Term:* C. Thomas' Practical German Grammar, and Auerbach's Brigitta. *Second Term:* Thomas' Course, completed, and Freytag's Die Journalisten.

**FIRST CLASS.** *First Term:* Schiller's Wilhelm Tell, and A. Meissner's Practical Lessons in German Conversation. *Second Term:* W. Bernhardt's Deutsche Litteraturgeschichte, and Scheffel's Ekkehard.

### Science.

FOURTH CLASS. *First Term:* Huxley's Elementary Physiology.

THIRD CLASS. *First Term:* Boyer's Elementary Biology. *Second Term:* Bergen's Elements of Botany.

SECOND CLASS. Carhart and Chute's Physics, with class experiments.

FIRST CLASS. Chemistry (Remsen's Introductory) and daily work in Laboratory. Advanced Physiology (Martin's Human Body), designed especially for students intending to pursue a medical course. Illustrated by a Physiological Chart.

### General Studies.

**Bookkeeping.** THIRD CLASS. Single and Double Entry, beginning with the simpler forms of accounts and taking up in course all forms of accounts in ordinary business.

**Civil Government.** FOURTH CLASS. *Second Term:* Thorpe's Government of the United States.

**Mechanical Drawing.** SECOND CLASS. Free-hand and instrumental exercises in Drawing; flat copies and models; designs and mechanical drawings. Larned's Manual of Instruction.

**Penmanship.** Only those students who write a good, strong business hand are excused from the penmanship classes. Cadets are required to write home at least once each week.

**Shorthand.** SECOND CLASS. *First Term:* Study of Pittman's Manual. *Second Term:* Exercises and general dictation work.



## **The Classical Course**

Is a special feature of this Academy. The Superintendent was for eleven years professor of Greek in a leading university, spent nearly a year in Greece studying the ancient and modern language, was several years a manager of the American School of Classical Studies at Athens, a member of the committee of ten to consider the place of Greek in the Secondary Schools, and has spent over twenty years in teaching the languages. He feels, therefore, that he can safely say that no school in the country can give better classical preparation for college or university.

A comparison is invited with other military schools, and it will be found that a larger proportion of the Cadets of the Culver Academy are pursuing the Classical Course than at any similar school in the country.

## **English.**

No pains will be spared to give boys a thorough knowledge of the elementary and higher English, and to stimulate in them a desire to know more of their mother tongue. For this purpose, the etymology and derivation of words, the history and development of the language,





THE SIGNAL TOWER ON RIDING HALL.  
100 FEET ABOVE LAKE.

the masterpieces of English and American literature, are daily studied as soon as pupils are able to understand them. A careful study is made in the second and first classes of the authors and writings designated in the "College Requirements in English," so that careful students cannot fail to pass the college examinations in English.

In the English studies, the instruction throughout is directed toward the training of the power of expression, oral and written. It is believed that no amount of knowledge of grammatical minutiae is of value without the power to use English fluently and accurately. There is a growing belief that the proper place for grammatical study is in the later rather than in the earlier stages of an English education, and that it can be most profitably taken up when the pupil has acquired some mastery, through intelligently guided practice and reading, of the usages of the language.

The work of instruction in English is as much concerned with the undoing of habits of incorrect expression as with the formation of habits of correct expression, and it is manifest that constant association of teacher and pupil, as in a resident school, strengthens the hand of the teacher in that respect.

## French and German.

The practical value of these studies being obvious, it is the highest aim of the instructor to give students a *practical* knowledge of these languages. The method employed is one which, from the very beginning of the study, compels the student *to speak the language he is learning*. The theory is taught progressively, and no grammatical rule is introduced without finding its direct application in the colloquial use of the language studied. In this way is removed one of the greatest obstacles in acquiring a foreign tongue, the monotony and drudgery of memorizing declensions, conjugations, rules and their countless exceptions. The students are not only able to understand what the teacher says to them in a foreign tongue, but also to answer him intelligently in the same language, and so manifest an unusual interest in the study.

For those preparing for the higher work in the university, a special course in reading and studying the classics is prescribed.

## Bookkeeping, Stenography and Typewriting.

In the Business Course, these branches are taught by a thorough and practical teacher, and without extra





EAST SHORE OF LAKE.

charge to the Cadet. A small fee of \$1 per month is charged for the use of the typewriter, to cover the wear and tear of the instrument, upon which daily practice is required.

### **Penmanship and Spelling.**

Penmanship is regularly taught, and only those who have acquired a well-formed business hand will be excused from this class. Much stress is also laid on correct spelling, and it will be made a feature of every English class throughout each one of the Academy courses. A handsome gold medal will be offered to the Cadet who passes the best examination at the end of the session. And this examination will be open to every Cadet in the Academy.

### **Lectures.**

During the winter and spring of the past year, the Academy has provided for the Cadets a series of lectures on a number of subjects which could not be introduced into the regular course of study, but which have been of general interest and profit.



The lectures have been as follows:

- "Will the Coming Woman Marry?" }  
 "The Whirligig of Time," } by Dr. A. C. Hirst, of Chicago.  
 "The Cuban Question," }  
 "Indiana and Her Resources," by W. H. Smith, Esq., of Indianapolis.  
 "Dr. Thomas Arnold and Rugby," by Dr. Bernard Bigsby, of Detroit.  
 "The Dawn of Civilization in Northern Indiana," by Daniel McDonald,  
 Esq., of Plymouth.  
 "Grant and the Mississippi," by General Jasper Packard, of New  
 Albany.  
 "The Battle of Allatoona," by Captain J. Q. Adams, U. S. A.  
 "The Credentials of Jesus Christ" (Sunday), by Judge D. P. Baldwin,  
 of Logansport.  
 "The Beginnings of American Liberty," by Hon. Will Cumback, of  
 Greensburg.  
 "Education in Ancient Greece," by Colonel A. F. Fleet, Superinten-  
 dent.  
 "Railroads as a Factor in Civilization," by Hon. R. C. Bell, of Fort  
 Wayne.  
 "The Trial and Execution of St. Paul" (Sunday), by Hon. H. G.  
 Thayer, of Plymouth.  
 "Life's Motive," } (Sunday), by Dr. G. S. Burroughs,  
 "Practical Belief in the Bible," } President of Wabash College.  
 "The Birds of Indiana," by Amos W. Butler, Esq., of Indianapolis.  
 "Selling a Birthright" (Sunday), by Judge D. W. Grubbs, of Martins-  
 ville.  
 "The Debt of English Literature to the Bible," by Hon. J. P. Dunn,  
 Editor of the *Sentinel*, Indianapolis.  
 "Molière," by Prof. J. S. Blackwell, Ph. D., Louisville, Ky.

A course even more varied and attractive has been arranged for the coming year, announcement of which will be made in the Academy "Vedette."





THE HALL LIBRARY.

## **Music.**

A competent musical instructor will be engaged to give lessons on the piano, mandolin, guitar, violin and cornet. He will also have charge of the orchestra and mandolin clubs.

Captain B. H. Greiner will continue in charge of the Cadets' Brass Band.

## **Library and Reading Room.**

Every effort will be made to stimulate a taste for good and wholesome reading. A well-selected library of over five hundred volumes has already been purchased for the Academy, to which yearly additions will be made as the demand may arise. The Librarian reports that over three thousand books have been issued during the year, making an average of about twenty books to each Cadet.

Through the courtesy of Senator David Turpie, and of Hon. L. W. Royse, the Academy has received a number of government publications, and reports from the Smithsonian Institution, all valuable as works of reference.

Dr. J. W. Younge, of Fort Wayne, has presented to the Academy two elegant volumes containing all the

maps of every battle and skirmish line occupied by the Federal and Confederate forces, during the Civil War. These maps, with the Official Record, will be of the utmost value to all students of military campaigns.

The following magazines are taken in connection with the Library, and Cadets have access to them under the same regulations as to the books:

|                      |                   |
|----------------------|-------------------|
| Review of Reviews,   | Munsey's,         |
| Century Magazine,    | The Cosmopolitan, |
| Harper's Monthly,    | McClure's,        |
| Scribner's Magazine, | Outing.           |

The newspapers kept regularly on the reading desk are:

|                                  |                     |
|----------------------------------|---------------------|
| Chicago Daily Record,            | Harper's Weekly,    |
| St. Louis Daily Republic,        | Leslie's Weekly,    |
| St. Louis Weekly Globe-Democrat, | Judge.              |
| Indianapolis Sentinel,           | Puck,               |
| Indianapolis Journal,            | Toledo Bee.         |
| Youth's Companion,               | Fort Wayne Gazette, |
| Harper's Young People.           |                     |





A WINTER'S EVENING BATTALION PARADE.  
"OFFICERS CENTER!"

# **Military Department.**

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## **Great Lack in American Character.**

A lack of system or order is perhaps the most serious defect in the American character. Hence the necessity in our schools for a discipline which will develop and train to its fullest perfection this trait in the youth of the country.

The man who does his work without order, who has not been trained to do the right thing at the right time and in the right way, labors always under a tremendous disadvantage, when brought into competition with one who has been so trained. Experience has shown that the military school, with its exactness and precision, its rigid adherence to system and discipline, best accomplishes this result.

## **Military Drill.**

The importance of regular daily exercise under intelligent direction for boys during the formative period,



between the ages of fourteen and twenty, cannot be over-estimated; and nothing else conduces so perfectly to effect this as military drill under a competent instructor. The military drill produces an erect and graceful carriage, and a manly and self-respecting bearing toward others. Nor is there any element of training which so cultivates the habits of regularity, neatness of person and quarters, promptness, obedience, and self-control, as the military discipline. Under this training, stooping forms become erect, narrow chests expand, an uncertain and shuffling gait becomes steady and elastic.

### **U. S. Army Officer.**

The value of a military training, especially in a country like our own, with no standing army, but dependent upon its volunteers in time of war, cannot be over-estimated. In his testimony before a national commission, General Scott thus expressed his views on this point:

I give it as my fixed opinion that but for our graduated cadets, the war between the United States and Mexico would have lasted some four or five years, within its first half more defeats than victories falling to our share; whereas, in less than two campaigns, we conquered a great country, and a peace without the loss of a single battle or skirmish.





BATTALION FORWARD, GUIDE CENTER.

In recognition of this fact, Congress has established one hundred free military professorships, one of which is granted to this Academy.\*

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\*Section 1225, Revised Statutes of the United States, as contained in General Orders No. 26, March 7, 1891:

SEC. 1225. The President may, upon the application of any established military institute, seminary or academy, college or university, within the United States, having capacity to educate at the same time not less than one hundred and fifty male students, detail an officer of the Army or Navy to act as superintendent or professor thereof; but the number of officers so detailed shall not exceed fifty from the Army and ten from the Navy, being a maximum of sixty, at any time, and they shall be apportioned throughout the United States—first, to those State Institutions applying for such detail that are required to provide instruction in military tactics under the provisions of the act of Congress of July second, eighteen hundred and sixty-two, donating lands for the establishment of colleges where the leading object shall be the practical instruction of the industrial classes in agriculture and the mechanic arts, including military tactics: and after that, said details to be distributed, as nearly as may be practicable, according to population. The Secretary of War is authorized to issue, at his discretion and under proper regulations to be prescribed by him, out of ordnance and ordnance stores belonging to the Government, and which can be spared for that purpose, such number of the same as may appear to be required for military instruction and practice of the students of any college or university under the provisions of this section, and the Secretary shall require a bond in each case in double the value of the property, for the care and safe keeping thereof, and for the return of the same when required.

This act is amended as follows: This section \*\*\*\* is so amended as to permit the President to detail \*\*\* one hundred officers of the Army of the United States; and no officer shall be thus detailed who has not had five years' service in the Army, and no detail to such duty shall extend to more than four years. \*\*\*\* Approved, November 3, 1893.

The following order from the Secretary of War explains itself:

Special Orders, }  
No. 69. }

HEADQUARTERS OF THE ARMY,  
ADJUTANT-GENERAL'S OFFICE,  
WASHINGTON, March 25, 1897.

Extract.

1. The following order has been received from the War Department:

WAR DEPARTMENT, WASHINGTON, March 25, 1897.

By direction of the President and in accordance with Section 1260, Revised Statutes, and the Act of Congress approved May 4, 1880, and August 6, 1894, Captain John Q. Adams, U. S. Army, is detailed for service as Professor at the Culver Military Academy, Culver, Indiana.

R. A. ALGER, Secretary of War.

\* \* \* \* \*

GEO. D. RUGGLES, Adjutant-General.

By command of Major-General Miles.

In accordance with this statute, the Secretary of War has issued a complete equipment of cadet rifles of the latest and most approved pattern, a battery of artillery, and abundant supplies of ammunition for salutes and target practice, thus securing for this Academy an equipment as complete as that of any similar institution in the United States.

Full equipment for cavalry drill has also been procured by the Academy, and has been in use during the year.





THE BAND.

BRUCE M.

## **Special Mention in Army Register.**

In General Orders No. 26, Headquarters of the Army, the United States officer on detail receives the following instructions:

On the graduation of every class, he shall obtain from the president of the college, and report to the Adjutant-General of the army, the names of such students as have shown special aptitude for military service, and furnish a copy thereof to the Adjutant-General of the State for his information. The names of the three most distinguished students in military science and tactics at such college shall, when graduated, be inserted in the U. S. Army Register and published in general orders.

In accordance with these instructions, the names of Cadets thus designated will be transmitted to the Adjutant-General for publication in the U. S. Army Register, and they will also be published in the Academy catalogue each year after graduation.

## **Cadet Band.**

During the past two years there has been organized among the Cadets a brass band of sixteen pieces, the instruments purchased by the Academy, a teacher engaged to give lessons, and commendable progress has been made in this direction.



## **Report of the Commandant.**

At the request of the Superintendent, and in order to give a clear view of the working of the military system in a secondary school, the Commandant of Cadets makes the following report:

HEADQUARTERS CORPS OF CADETS,  
CULVER MILITARY ACADEMY,

June 1, 1898.

TO THE SUPERINTENDENT:

SIR—In accordance with your instructions, I have the honor to submit the following report of the methods in operation in my department for the maintenance of discipline, and for the theoretical and practical military instruction of the Corps of Cadets:

### **The Battalion,**

For the purposes of discipline and for convenience in quartering, is divided into three companies; for the purposes of practical military instruction, it is divided into a staff, four companies and a band.

### **The Barracks**

Are divided into subdivisions, each occupied by one Company, and under the supervision of an officer of the Academy and the Cadet Company Officers, who are held strictly responsible for the condition of the quarters, and the observance of order and discipline in the division. The Captain of the Company details weekly an orderly in each room, who is held accountable for the appearance of his own quarters and for any irregularity that may occur during his tour of





READY FOR THE MARCH.  
BATTALION IN COLUMN OF FOURS.

duty. After the call to quarters has been sounded, the Officers see that there is no visiting among the Cadets in their division, or grant permission for such when it is deemed advisable. The Captain is required to make frequent inspections, and to submit daily a written report of these to the Commandant of Cadets. These inspections are checked daily by officers of the Academy, and by the Commandant on his general inspection of barracks on Mondays.

### **The Cadet Officers**

Of the battalion are chosen from those Cadets who have been most exemplary in conduct and most soldierly in bearing, and who are proficient in their Academic work. Before receiving appointment, they are required to pass a satisfactory examination, theoretical and practical, on the drill regulations, manual of guard duty, giving commands, and regulations of the Academy, and their relative rank is largely determined by the result of this examination. This method I have found to be a safeguard against both incompetency and dissatisfaction. Any attempt on the part of a Cadet Officer to use the authority vested in him for personal ends, is punished by reduction to ranks or dismissal. Feeling that he has the confidence and support of the officers of the Academy, and being placed on his honor properly to discharge the duties of his position, a Cadet Officer becomes an efficient aid in the maintenance of discipline, and reports such breaches of regulations as come under his notice, without antagonizing the Cadets reported, except in some few cases, where Cadets are naturally of extremely stubborn disposition, or previous to entrance have been unused to restraint, and for a time feel resentment toward those whose duty it is to keep them in check.

### **Discipline**

Has been found to be best maintained by the presence at all times of Academy officers both in the Company quarters, the mess-hall and on the parade ground. These officers are not present to spy upon the Cadets, or to disparage the efforts of the Cadet Officers, but by their presence to prevent those irregularities which invariably occur where this precaution is not taken, and by their advice and interest to promote the general welfare of the Cadets. In this way, only, can such offenses as the maltreatment of new Cadets be restrained. All breaches of discipline are reported to the Commandant, and the Cadet reported is permitted to make in person such explanations as he may desire. If a report be denied, the reported is confronted with the reporter, and the charge carefully investigated. Every precaution is taken to guard against assigning unmerited punishment. Demerits are assigned for all reports not satisfactorily explained. For repeated or flagrant offenses against good discipline, a Cadet is punished by confinement to his quarters, arrest, extra duty, or dismissal; and if a Cadet Officer, by reduction to ranks.

### **Military Drills,**

As conducted under the system of this department, are as valuable in teaching the Cadet self-control, alertness, and thoroughness, as they are beneficial as an exercise, and if every parent would realize this, the advisability of devoting two hours a day to practical instruction on the drill ground would be unquestioned. Implicit obedience and close attention are required, and executing command after command, the Cadet soon becomes, without even special effort on his part, subordinate and well disciplined, a condition which, in many cases, could otherwise be gained only by incessant punishment. Thoroughness,





**BATTLE EXERCISES—FIRING BY SQUADS.**

precision, and the closest observance of details are insisted upon; no improperly executed movement is permitted to go uncorrected, and instead of longing for the close of the drill and devoting his attention to surmises as to its probable length, the Cadet becomes interested in seeing how well he can execute each movement, and how much his individual efforts can contribute to the general efficiency of his Company. Friendly rivalry between the Companies is encouraged in various ways, and bi-monthly competitive drills are held and badges awarded to the best drilled Cadet in each Company.

### **Drill Masters.**

The Cadet commissioned and non-commissioned officers act as drill masters, under the direction of the Commandant of Cadets and such other officers as are detailed to assist in the military department. They are first assembled for theoretical instruction in drill regulations, before being assigned as drill masters, supplemented by most careful practical instruction with close regard for details. They are further practiced in giving commands, and in explaining movements in a concise and readily intelligible manner. By this careful preparatory instruction of Cadet Officers, most gratifying results are obtained; the officers feeling thorough confidence in their ability to instruct, and the Cadet privates an entire willingness to receive instructions from competent drill masters.

### **The Facilities for Drill and General Military Instruction,**

afforded by the Academy, are probably equal, if not superior, to those offered by any other secondary school. For indoor drills it has under cover twenty-five thousand square feet of space, and a gallery for target practice; for outdoor instruction, an ample parade ground, a large tract



of varied ground for skirmish drills, a well drained camp-ground, a range for target shooting up to six hundred yards, and specially built walls for escalading. The course of instruction may be outlined as follows:

### **Infantry.**

School of the Soldier, School of the Company, School of the Battalion, Battle Exercises, and all Ceremonies.

### **Cavalry.**

Manual of the Sabre, Sabre Exercises, Fencing Mounted and Dis-mounted, Care of the Horse and Equipment, Mounted Exercises, School of the Trooper and School of the Troop.

### **Rifle Practice.**

Nomenclature of the Rifle and its care and preservation, Position and Aiming Drills, Gallery Practice, and Practice on the Range at three, four, five, and six hundred yards.

### **Signalling.**

Morse Alphabet and Meyer System, Use of the Flag, Torch and Telegraph, Practical Field Work and Sound Signals with the Bugle and Whistle.

### **Bicycle.**

Under the direction of an experienced wheelman, the Cadets are taught the care and preservation of the wheel, position of the rider, and other details. They are further instructed in the use of the cycle in military operations, cross-country riding, fording streams, jumping fences, climbing, etc.





HOSPITAL CORPS.  
TRANSPORTATION OF THE WOUNDED WITHOUT LITTERS.

### **Hospital Corps.**

Under the direction of the Post Surgeon, the Cadets are instructed in the general principles of first aid to the wounded and in litter drills, transportation of the wounded without litters, and improvisation of litters.

### **The Band**

And buglers are trained by an experienced band leader and musician, who devotes not less than one hour per day to this instruction. They furnish music on ceremonial occasions. The buglers sound the calls during the day.

### **Physical Drill.**

During the winter months when the condition of the weather prevents out-door work, the drill hours are largely devoted to systematic gymnasium drills. Butts' Manual of Physical Drills, as approved by the Secretary of War for use in the Regular Army, has been adopted for the use of this Corps of Cadets, with gratifying results. The variety afforded by these exercises, and the musical accompaniment, make them especially pleasing, and care is taken to prevent distaste resulting from fatigue. These exercises include physical drill with rifles, bell bars, dumb-bells, clubs, and long poles, calisthenics, jumping, and hurdling. The winter instruction covers, in addition, preliminary practice in signalling, hospital drill, bayonet exercises, and gallery practice. Two tactical officers and the instructor of athletics are usually present at these drills, and while the body of Cadets are executing those movements which are done in unison, one or two Cadets are dropped out for individual instruction. For example, if the

battalion were being exercised as a whole, in the physical exercise with arms, the instructor of athletics might fall out one or two men for individual instruction in boxing or fencing, while one of the tactical officers might be giving instruction in aiming. By this arrangement much ground may be covered, with good results.

### **Camp.**

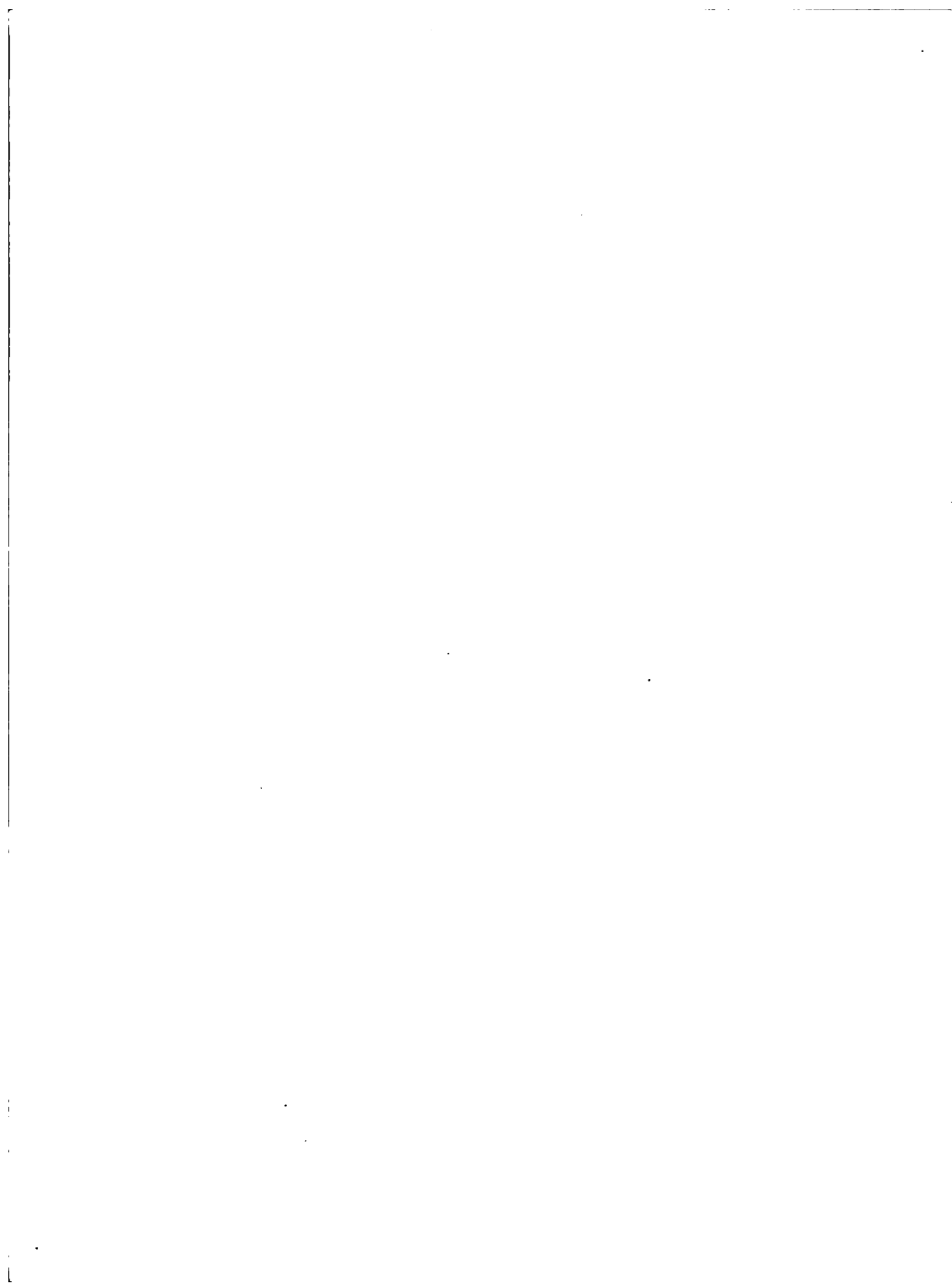
At the close of the academic year the battalion is moved into a camp of instruction, remaining therein eight or ten days, during the closing exercises of the Academy. The camp ground is dry, and healthy, and the results of the few days in the open air are always beneficial. Cadets suffering from any indisposition are permitted to remain in the barracks.

### **Practice Marches.**

At intervals during the year, the battalion is given practice marches around Lake Maxinkuckee, a distance of about fifteen miles. The enemy is outlined by Cadets sent ahead of the column; an advance guard, flankers, and rear guard are thrown out, a screen of cavalry protects the front, and a relay of bicycles keeps up communication with the barracks, in the rear.

### **Theoretical**

Instruction is given by means of text and lectures; in the drill regulations, principles of military science, and ordnance and gunnery. During the present term, the course has been valuably supplemented





THE FIRING LINE.

by lectures on important battles of the Civil War, delivered by officers who participated in these battles. Instruction has also been facilitated by the gift of Dr. J. W. Younge, of Fort Wayne, of a complete set of Civil War maps, and by sample projectiles furnished by the Union Metallic Co., of Bridgeport, Conn., and the loan, by Adjutant-General B. A. Richardson, of a sample of the new magazine rifle, for examination.

### **Battalion Parade**

Is held on such days as the weather permits. A half hour's attention to the formalities of this ceremony is considered valuable as a closing exercise for the day, in that after the excitement of an afternoon of play and games, or a day's holiday, it steadies and prepares the Cadet for study and the quiet duties of the evening.

### **Battalion Inspection and Reviews.**

The general appearance of the Cadet, and the condition of his arms and equipment, are inspected by the Commandant of Cadets at weekly battalion inspections. Once a month the battalion is reviewed and inspected by Captain J. Q. Adams, U. S. A., detailed for duty at this Academy by the Secretary of War.

### **Apportionment of Time.**

The impression that strict and thorough military instruction is impossible with an equable apportionment of time for sleep, recreation, military instruction and academic work, will be dispelled by an examination of the following figures, showing the average time devoted to



each during the spring of the year, the season when most attention is paid to military instruction:

|   |   |  |
|---|---|--|
| TUESDAYS<br>WEDNESDAYS<br>THURSDAYS<br>FRIDAYS<br>SATURDAYS | { | Time allowed for sleep, eight and one-half hours.                        |
|   |   | Time allowed for study in rooms, three and one-half hours.               |
|   |   | Time required for study in study-hall, one and one-half hours.           |
|   |   | Time consumed by four recitations three-quarter hours each, three hours. |
|   |   | Time allowed for meals, one and one-half hours.                          |
|   |   | Time allowed for policing room, one-half hour.                           |
| SUNDAYS   | { | Time consumed in calling rolls, one-half hour.                           |
|   |   | Time allowed for military instruction, two hours.                        |
|   |   | Off duty, three hours.   |
|   |   | Sleep, nine and one-half hours.  |
|   |   | Chapel, one and one-half hours.  |
|   |   | Meals, two hours.  |
| MONDAYS   | { | Roll-calls, one-half hour.   |
|   |   | General inspection of quarters, one and one-half hours.                  |
|   |   | Off duty, nine hours.  |
|   |   | Sleep, eight and one-half hours.   |
|   |   | Battalion inspection, two hours.   |
|   |   | Roll-calls, one-half hour.   |
|   |   | Parade, one-half hour.   |
|   |   | Meals, two hours.  |
| MONDAYS   | { | Policing rooms, one-half hour.   |
|   |   | Study-hall, one and one-half hours.                                      |
|   |   | Off duty, eight and one-half hours.                                      |





WIGWAGGING FROM WEST BARRACKS.

### **Neatness of Person and of Quarters**

Is attained by frequent and strict inspections. The personal appearance of the Cadet is inspected at no less than six company formations per day, and by the Commandant of Cadets at battalion inspection on Mondays. His clothes must be carefully brushed and free from spots, his linen clean, his shoes polished, and in every way must he present a neat and soldierly appearance. If in unsatisfactory condition he is punished by being made to prepare himself for an extra inspection during recreation hours. Neatness in quarters can only be obtained by limiting the number of articles that each Cadet may have in his quarters, and by prescribing the arrangement of these articles. For this reason a list of permissible personal effects has been decided upon, and the exact disposition of these about the rooms prescribed.

### **The System of Guard Duty**

Is one of the distinctive features of the military system, and is so valuable an aid in the maintenance of discipline and good order, and in the training of Cadets, that it is given here in detail. Each day an officer of the Academy is detailed as Officer in Charge of Barracks, and during his tour remains constantly about the quarters, giving the closest attention to the details of the day's work. In addition to this officer, the guard ordinarily consists of the Cadet Officer of the Day, one sergeant, two corporals, and nine privates. The duties of the Officer of the Day, and other members of the guard, are not permitted to interfere materially with their academic work. At the beginning of each recitation period, the classes are formed and the rolls called, under the supervision of the Officer of the Day. In this case, as at all

other formations, a report of the absentees is made to him. He immediately investigates the cause of their absence, and if not properly excused he sends them to duty. The Officer in Charge holds the Officer of the Day responsible for the proper discharge of his duties, and he in turn sees that the members of the guard under him enforce the regulations that are required. Thus any violation of the rules of the Academy is immediately reported, or the delinquent officers punished for neglect of duty.

### **The Guard**

Is of three kinds, designated for convenience as the Quarter Guard, Interior Guard, and Instruction Guard. Each Cadet is detailed for Quarter Guard duty about once in thirty days, and is on post for about four hours during the tour. It is the duty of this guard to keep order about the buildings. The Interior Guard is mounted during recreation hours in the hallways of the barracks and in the gymnasium. It is their duty to maintain good order and prevent destruction of property, by carelessness, or intent. Each Cadet is detailed for this duty about once in twelve days, and walks one hour during the tour. During the fall and spring, Instruction Guard is mounted once per week, and each Cadet goes on about once in six weeks. This guard performs the duty of the Quarter and Interior Guard, but differs from these in that it remains at the guard house twenty-four hours, each relief being on post two hours and off four.

Respectfully submitted,

L. R. GIGNILLIAT,

Major and Commandant, Corps of Cadets.





'98 BASE-BALL TEAM.

## **Physical Training.**

The necessity of making physical training a part of every school curriculum is now a fact universally recognized. The regular drills of the Military Cadet take the place of the exercise required in non-military schools. And yet they may be made even more beneficial and attractive by varying them with the simpler gymnastic exercises. The Gymnasium is the natural resort for Cadets in winter and in bad weather, and at the same time it is quite as important that they should be restrained from exercises which are injurious or dangerous, and incited to take those which develop and strengthen the muscles. Arrangements, therefore, have been made for the coming year to place all gymnasium work under the charge of a

### **Trained Instructor and Assistant,**

Who will also have charge of the Gymnasium during all recreation hours, and will decide for each Cadet what exercises will be the most beneficial, or what will be injurious to him personally, and will assist each one in reaching the highest point of physical development of which his body is capable. As soon as enrolled each Cadet will report to the Athletic Instructor for examination and classification.



## **Out-Door Sports.**

Surrounded by natural advantages for athletic exercises, the Academy encourages in every way out-door sports and games. The average boy is, perhaps, not destined to become a great scholar, learned in books, although he will readily assimilate, if properly handled, enough school knowledge to enable him to take his place with honor and profit in the business and scientific world. There he needs courage and self-reliance, a readiness to adapt himself to circumstances, and a determination to succeed. All these qualities of mind are rapidly developed in athletic sports. Accordingly, the Academy encourages the formation and maintenance of base ball, foot ball, tennis, bicycle, pedestrian, rowing, swimming, and skating clubs. Members of the faculty take an active part in these sports, and carefully guard the students against undue and harmful exertion.

### **Foot Ball.**

The Academy Foot Ball Team had an unusually successful career during the season of 1897-8, as the following scores would indicate :



'17-'18 FOOT-BALL TEAM.  
POINTS TO OPONENTS.      POINTS.



**Games Played—1897-'98.**

|                  |    |                                   |   |
|------------------|----|-----------------------------------|---|
| C. M. A. . . . . | 28 | Warsaw Athletic Club . . . . .    | 0 |
| C. M. A. . . . . | 28 | Plymouth High School . . . . .    | 0 |
| C. M. A. . . . . | 52 | Fort Wayne High School . . . . .  | 0 |
| C. M. A. . . . . | 36 | Niles Athletic Club . . . . .     | 0 |
| C. M. A. . . . . | 6  | Lafayette High School . . . . .   | 0 |
| C. M. A. . . . . | 6  | Logansport High School . . . . .  | 0 |
| C. M. A. . . . . | 46 | Rochester Athletic Club . . . . . | 0 |
| C. M. A. . . . . | 0  | Terre Haute High School . . . . . | 4 |

Total score for the season, 202 to 4.

In the past there has been noticed a decided improvement in mental and physical vigor on the part of those who have taken part in the exercises. The foot ball and base ball field, tennis court, and bicycle track are within a few rods of the main building, so that active exercise can be followed immediately by hot or cold baths and a rub-down.

**Physical Development.**

In September of each year, each Cadet receives a thorough physical examination, and accurate measurements are taken with the view of ascertaining the average development made under the present system of military and setting-up drill. The results of the

spring examination and re-measurements, made about May 15th, are most satisfactory, showing a marked improvement in every case. The circumference of the chest, on account of the important organs which it contains, has been selected, together with the height and weight, to determine the physical capacity of the individual for military, naval, and other public duties.

### **Cavalry.**

"All through the life of a feeble-bodied man his path is lined with memory's grave-stones, which mark the spot where noble enterprises perished for lack of physical vigor to embody them in deeds."

HORACE MANN.

Under the general head "Cavalry," reference is made not only to the school of the trooper proper, in which the Cadet is taught military riding and manoeuvre, but to the various features comprised in a fully equipped riding school, where instruction is given in park and rough riding, and in handling and judging horses.

### **Object of Cavalry Department.**

The primary object in establishing a Cavalry Department was to supply the best possible means for the



ROUGH RIDING EXERCISES.  
AT THE HURDLES.



perfect development of health, strength, and activity in the constitution of the boy, and through it to supply the strongest eventual resistant force to the man when he is brought into contact with the strain of business and professional absorption.

To this end, the monotony of sameness in drill is avoided, and the work made as interesting as possible, that a love of riding may be cultivated, while the most modern methods of instruction are employed, both to make a good rider and to furnish the perfect development of physical functions and the acquirement of that most essential attribute known as "nerve," without which the mental, moral, or physical stamina necessary to a successful active life cannot be cultivated in the boy. When he has finished his course in this department, the boy is an accomplished rider and loves to ride.

The seeds of health are thus sown, and a practical means of cultivating the priceless growth is provided. For all time to come, he has the double fortification of constitution and inclination with which to protect health and strength.



## Horseback Riding.

It has been conceded by the best physicians, and the fact is fully established by precedent, that horseback riding is the most healthful of all physical exercises, since it brings into use every muscle of the body and every faculty of the mind. To become a good rider requires not only great physical strength and agility, but the mind must be quick and perceptive, and the heart brave and fearless. No slow-moving, timid boy can become a good rider until he has acquired greater energy and better courage. Neither can a reckless, immethodical boy become a good rider until he has learned to be careful and systematic in all his efforts. The inculcation of ideas of care, accuracy, method, energy, activity and courage necessary to make a good rider, fits the boy for the successful management of any business enterprise requiring these qualifications, and in the meantime provides health, a *sine qua non* in the success of either.

### Not Simply Learning to Ride.

Nor is the mere success of the boy in the riding school, and the qualities cultivated and developed during his riding exercises by any means all of the benefit

to be derived from his schooling in this department. The boy who possesses, or may acquire, the characteristics necessary to master the art of riding as taught in this Academy, will have also acquired a taste for a beneficial exercise that will follow him through the years to come, and go with him into his place of business, his office or his study, and seek him out and preserve him from the abuses of overwork, while it leads him to recuperate his repaired energies and prolong his years by many a gallop over country. During the past year, in the United States alone, many thousand overworked business and professional men have been advised by their physicians to ride horseback, as a precautionary measure against the ravages of unrest; but only a small percentage of the number acted upon the advice, as lack of training in that line made the saddle a thing to be dreaded, rather than loved, and in consequence many of them succumbed to the results of overwork, a misfortune which might have been averted by a most pleasant alternative, had their training in riding and horsemanship been what every American boy should be compelled to receive.

### **Practical Benefits.**

In many ways the practical lessons received in the Cavalry Department prove of lasting and inestimable benefit to the boy. Aside from making him agile, strong, accurate, and courageous, he becomes a good rider, learns to enjoy the exercise, is taught horsemanship by the most approved methods, becomes expert in handling a spirited horse, and is also given a full course of instruction on the points of judging and caring for horses. A Cadet who has had a year or more of cavalry instruction is capable of judging of the disposition of a horse, and can detect at a glance any disease or unsoundness in the animal.

### **Purchase of "Black Horse Troop."**

Having made a most careful investigation of the benefits to be derived from such training, and being thoroughly convinced that the advantages of a Cavalry Department would add materially to the otherwise full course of instruction, the management of the school secured the services of an expert instructor, and authorized him to purchase a cavalry troop of the best horses to be found. About this time the attention of the

whole country was called to the fact that Troop "A," of Cleveland, had been honored by an invitation to act as President McKinley's body-guard at the inauguration.

In accepting the invitation it devolved upon the troop to leave nothing undone that could contribute in any way to the efficiency and appearance of the troop, or add glory to the magnificence of an occasion that promised to excel any other ceremony of the kind in the history of the nation.

#### **Selection of Horses.**

The matter of first importance, naturally, was that of the mounts of the troop; and after due consideration, it was decided to mount the troop on jet black horses of the best possible breeding and the highest style and quality. The services of Captain J. B. Perkins, a most accomplished rider and judge of horses, was secured, and Mr. Perkins was given a *carte blanche* in the matter. The procuring of such mounts was no small undertaking. The horses must be perfectly sound, full of life, and all over fifteen hands high. Mr. Perkins spent nearly two months in the South, for the most part in Kentucky, in search of suitable horses. Jet black ones were hard to find, especially when the size

was so important, and style and soundness essential qualifications. When the horses arrived at the Armory at Cleveland, however, the great skill and success of Mr. Perkins was apparent. Every trooper was delighted with his mount, for it is doubtful if so fine a troop of horses has ever been gotten together. They were all young, high-spirited, and most of them unbroken to the saddle, and it was no small task to break in and educate the lively lot of colts; but by holding each trooper responsible for the training of the mount assigned him, and keeping him at the work constantly for several weeks, the project was made a great success, and it is doubtful if any mounted troop in this country ever made so fine an appearance or created so much enthusiasm as was excited by Troop "A" when it appeared on the streets of Washington. So pleased was President McKinley at the troop's appearance and efficiency that he wrote the following personal letter to Captain Burdick:

1



THE BLACK HORSE TROOP AT WASHINGTON, AS PRESIDENT MCKINLEY'S ESCORT.

**President McKinley's Letter.**

EXECUTIVE MANSION, WASHINGTON,

March 15, 1897.

MY DEAR SIR:

Please accept for yourself and convey to your Troop my thanks for your attendance at the recent inauguration, and your kind and voluntary services as escort of the President on that occasion.

It has been my good fortune to know something of the superiority of the Cleveland Troop before, and especially in connection with the dedicatory services on the battle-field of Chickamauga, in September, 1895; but I am sure that your gallant Troop never presented so fine an appearance as on March 4, 1897. It commanded the admiration of the great throng assembled here on that day.

The value of such an organization as yours cannot easily be estimated. It affords a happy means of discipline and drill, and promises, should the country demand its services, the same brave and heroic conduct that distinguished such organizations of the cavalry during the war of the rebellion.

Yours sincerely,

WILLIAM MCKINLEY.

Captain R. E. Burdick, Cleveland, Ohio.

**Purchase by the Academy.**

The fame of the Black Horse Troop suggested to the management of this Academy a solution to the question of the purchase of the cavalry equipment determined upon, and immediately upon the return of Troop A from Washington a representative of the school



### **Troop at the Academy.**

On the arrival of the horses at the Academy, they were put into immediate service, and with most flattering results. The riding of the cadets soon received such favorable comment from all who witnessed their maneuvers that their reputation went abroad and prompted many invitations to give public drills.

### **Richmond Encampment.**

Upon the occasion of the Grand Army Encampment at Richmond, Indiana, on May 12th, 13th and 14th, '97, the Cadet Cavalry Troop was invited to act as military escort of Governor Mount, and on accepting the invitation were made honorary members of his staff. The boys, with their mounts, the latter conveyed in a palace horse car on a regular passenger train, arrived in Richmond, and performed their duties in such a manner as to bring out the following, and many similar reports from the newspapers:

"The appearance of Governor Mount, with his most carefully selected staff, and the unique feature of the Cadet Cavalry platoon of the Culver Military Academy, as his military escort, was all in keeping with the characteristic methods of the Governor, and would have been unlike any other feature of his so far carefully managed administration had it not been perfect in all its appointments."



MAJOR GIGNILLIAT PRESENTING THE CULVER ESCORT TO THE GOVERNOR, AT RICHMOND, IND.



"One of the most striking features of the parade was that of the Black Horse Troop of the Culver Military Academy. Many people had heard that the famous blacks which carried Troop "A," of Cleveland, to such distinction as the body-guard of President McKinley, at his inauguration, would be present as the escort of Governor Mount, but we doubt if any one expected to see such a display of riding and maneuvering as was given by the Cadets of Culver, who handled the fiery blacks with such ease and dignity and soldierly bearing. It is doubtful if any troop of horses in the world is so well and favorably known as these matchless blacks, and it speaks well for the appointments of the Culver Military Academy to require the purchase of such a troop of horses for its Cavalry Department. The Cadets handled their beautiful steeds with the ease and grace of Arabs, and throughout the entire encampment their conduct was most becoming, gentlemanly, and courteous to all with whom they were brought in contact."

That Governor Mount was pleased with the boys, and their efficiency in his service, is evident from the following letter to the Superintendent:

#### **Governor Mount's Letter.**

EXECUTIVE DEPARTMENT,

STATE OF INDIANA,

INDIANAPOLIS, IND., JUNE 14, 1897.

MY DEAR SIR:

I was much impressed when I met the Black Horse Troop at Richmond. They won universal favor, and from me the highest admiration. The boys were soldierly in their bearing, their drill was executed in the best possible manner, and they truly deserve the many encomiums they received.

I sincerely hope the Black Horse Troop will be able to be with us in Chicago, on the occasion of the unveiling of the Logan monument.

I desire to express my appreciation of the reception given us at the Culver Military Academy, on the occasion of the commencement exercises, held on the 10th inst. I am greatly delighted with what I saw and learned during my brief stay with you. I am impressed with the belief that Mr. Culver is one of our great philanthropists, and that his work will result in great good to our country.

I am particularly pleased with the selection of this beautiful location, free from dissipating influences, a situation most conducive to good health, and affording the best opportunity for efficient work in the Academy—the most favored locality, all things considered, that could have been selected.

I assure you I shall ever feel a deep interest in the Cadets and in the Academy, and shall gladly do what I can for its promotion.

With the kindest regards and best wishes, I remain,

Sincerely yours,

JAMES A. MOUNT,

*Governor.*

COL. A. F. FLEET,

Culver Military Academy,

Culver, Ind.

### **A Full Equipment.**

The purchase of the Black Horse Troop of necessity compelled the addition of a correspondingly full equipment in the Cavalry Department, and with the least



GOVERNOR MOUNT AND STAFF  
VISITING THE ACADEMY.



possible delay government saddles, bridles, sabres and accoutrements were secured, and everything else was purchased for the completion of a fully equipped school of training in the art of riding, handling, and judging horses.

### **The New Riding Hall.**

The Cadets made such rapid progress in riding, the high expectations in benefit were so soon reached, and the department became so popular, that it was decided to build a new riding hall in every way equal to the other departments of the school and that would do justice to the Black Horse Troop.

Accordingly, plans were drawn for the largest and most complete building of the kind in America. The building is now completed and is a most magnificent structure. It is built of stone, brick, steel, and slate, is 104 feet wide and 212 feet long, the ponderous steel girders reaching the entire span of 104 feet, leaving the whole interior of ground floor a mammoth amphitheatre, sufficient to maneuver sixty horses.

Ornamental balconies extend across the ends of the enclosure, with a seating capacity of one thousand, while a



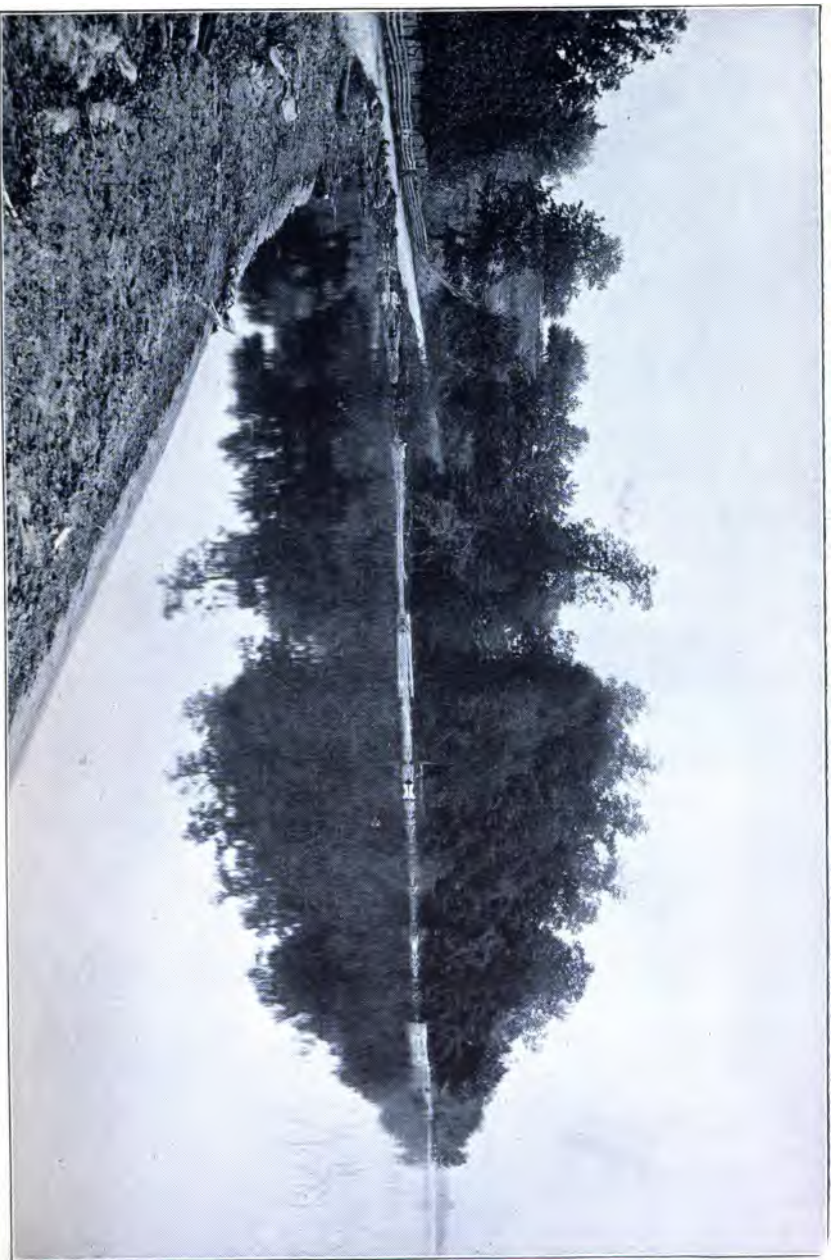
third balcony, forty feet above the ground, will accommodate a cadet band of twenty-four pieces. Five hundred square feet of windows on each side of the building, with two hundred feet on each end, and a thousand square feet in the elevated skylight, makes the interior almost as light as day and furnishes perfect ventilation.

The dome of the arched roof is fifty-five feet above the floor, and the tower of the building rises one hundred feet above the lake, furnishing a delightful view of the beautiful country surrounding the Academy. This will be used as a signal station by the cadet signal corps. The new building contains every modern convenience; its architecture is massive but highly ornamental. Appropriate medallions of black horse heads adorn the archways and entrances.

The cavalry department is now complete.

### **Uniform.**

Each Cadet is required to have two complete suits of uniform, the dress and the fatigue suits, and overcoat, furnished by the Academy tailors, according to the pattern prescribed in the regulations.



AUBBEENAUBEE.



The fatigue and dress suits are well made, in West Point styles, of the best Charlottesville Woolen Mills Cadet-gray cloth; best gilt State buttons on dress coats; one and one-half inch black stripe down the seam of the trousers. The overcoat is made in accordance with the prescribed coat in use at the United States Military Academy, only of dark blue instead of Cadet-gray cloth. Forage caps of blue cloth, Cadet pattern, black patent leather visor, gilt eagle with letters C. M. A. For dress occasions the regulation West Point shako will be worn.

The price of a complete military outfit—two suits, cap, shako and overcoat—will not be over \$65. In addition, Cadet officers will be required to provide themselves with regulation sword, belt, sash, and cocque feather plume. Cadet Sergeant-Major, Color Sergeant, and First Sergeant are required to furnish themselves with sashes.

No other dress than that prescribed shall be worn by a Cadet on any occasion without permission from the Commandant.

Each Cadet will provide himself with the following articles, all carefully marked with the owner's name:

|                                    |                                |
|------------------------------------|--------------------------------|
| *Dress suit,                       | 6 towels.                      |
| *Fatigue suit,                     | 6 table napkins,               |
| *1 roll white belting,             | 4 pillow cases, 20x36 inches,  |
| *6 pairs of duck trousers,         | 2 pairs sheets, 4½x8 feet,     |
| *Gymnasium suit,                   | 1 pair heavy blankets,         |
| *Cap and shako,                    | 1 comfortable,                 |
| *Overcoat,                         | 1 clothes brush,               |
| *1 pair leggins,                   | 1 hair brush and comb,         |
| *6 white linen collars,            | 1 tooth brush and mug,         |
| 6 pairs cuffs,                     | 1 blacking brush and blacking, |
| 6 pairs white gloves,              | Toilet soap,                   |
| 1 pair woolen drill gloves,        | Bag for soiled clothes,        |
| 2 sets underclothing,              | 2 pairs stout black shoes,     |
| 6 negligé shirts, without collars, | 2 rugs, 2x6 feet,              |
| 2 nightshirts,                     | Bible.                         |
| 6 handkerchiefs,                   |                                |

This list is given for the guidance of parents in preparing their sons for school, and is practically the same as that prescribed by all military schools in the country.

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\*For uniformity, Cadets will be required to purchase these articles from the Academy Military store.

The duck trousers are to be purchased by April 1, 1899.

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THE BICYCLE SQUAD.

### **Cautions.**

Extra and unnecessary articles should be excluded from the Cadet equipment, as they are not permitted in the quarters.

The number given in the above list for such articles as shirts, collars, etc., is assumed as the minimum with which a Cadet, with ordinary care, may be neat in his dress and appointments. This number may be exceeded if so desired.

In addition to the personal effects above listed, the following are permitted: bath robe, slippers, patent leather shoes or dancing pumps, sweater, skating cap and shaving utensils.

The rooms are completely equipped with serviceable and handsome furniture, and no extra pieces will be permitted, and only such decorations as are here mentioned: 2 framed pictures, frames to be of oak and not to exceed, in dimensions, 24 x 32 inches; wire wall rack, to contain photographs; red denim table cover, scarf or towel for chiffonier, pin cushion, and sash curtain. Size of table, 30 x 50 inches; of chiffonier, 17 x 39 inches; of sash, 36 x 42 inches. Simple and not bulky athletic appliances, such as foils, gloves, etc., are permitted, together with musical instruments and camera.



## Expenses.

The charge for tuition in all branches, furnished room, light, heat, board, use of arms and equipments, 18 pieces of laundry per week, repair of underclothing, is \$375.00 per school year, \$200.00 payable upon entrance, \$175.00 payable January 1, 1899.

Cadets entering after the first month of the school year are charged from date of entrance only. It is a condition upon which Cadets are admitted that they shall remain at the Academy until the end of the school year, unless they are dismissed, suspended, or withdrawn, in which case no money will be refunded.

Should sickness detain Cadets from the Academy longer than one month, \$5.00 per week will be refunded as the estimated cost of board and laundry.

A deposit of \$25.00 is required of each Cadet upon entrance for incidental expenses, such as books, stationery, etc. Itemized statements of such expenses will be sent parents or guardians monthly. Pocket money will be furnished to Cadets in such amounts—not exceeding fifty cents per week—as parents in their instructions to the Superintendent may designate. Pocket money will be furnished only where a deposit has been previously made for this purpose.

Property of the Academy injured by Cadets will be repaired at their expense. Where the perpetrator is unknown, the cost of repairs will be assessed equally upon the members of the corps.

Extra charges:

Entrance to Athletic Association, Entertainment, and Lecture Fund, \$10.00 for all Cadets.

Tuition in Cavalry, optional, \$50.00 per session of nine months, or \$18.00 per quarter of three months.

Students in Chemistry, Laboratory Fee, \$5.00.

Use of Type-writer, \$1.00 per month.

Tuition in Music, optional, \$50.00 per session.

Use of Piano for practice, \$10.00 per session.

Diploma, \$5.00.

Accounts for tuition, etc., when ten days past due are subject to sight draft without notice.

### **Calendar for 1898-9.**

- Sept. 14—Wednesday, Session begins 8 A. M.  
Nov. 24—Thursday, Thanksgiving recess of one day.  
Dec. 22—Thursday, Christmas Holiday begins.  
Jan. 5—Tuesday, Christmas Holiday ends, 7 A. M.  
Feb. 22—Celebration of Washington's Birthday.  
May 30—June 3—Final Examinations.  
June 2—Friday, Battalion goes into camp.  
June 4—Sunday, 11 A. M., Sermon before the Cadets.  
June 8—Commencement Exercises, and Session ends.



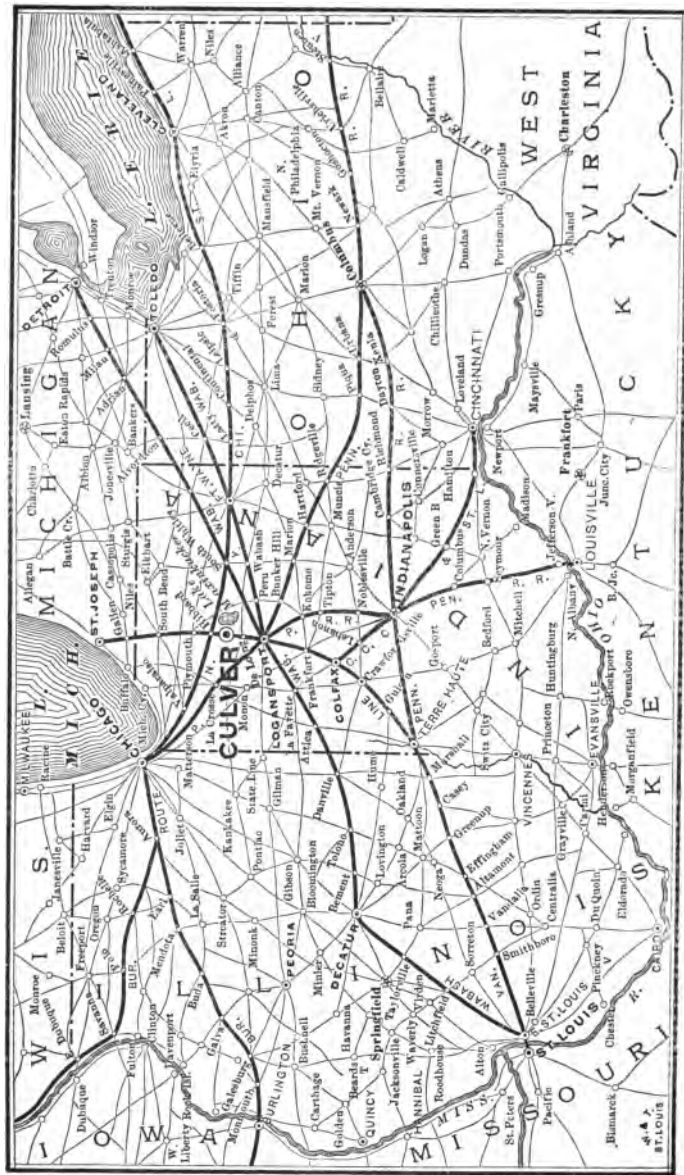
LOVERS' LANE—OFF LIMITS.



## Routine of Duty.

| NATURE OF DUTY.                     | Tuesday,<br>Wednesday,<br>Thursday,<br>Friday,<br>Saturday. | Monday.         | Sunday.     |
|-------------------------------------|---|-----------------|-------------|
| REVEILLE—First call .....           | 6:10 A. M.  | 6:10 A. M.      | 7:00 A. M.  |
| Second call .....                   | 6:20 "  | 6:20 "          | 7:10 "      |
| POLICE INSPECTION .....             | 6:30 "  | 6:30 "          | 7:30 "      |
| SURGEON'S CALL .....                | 6:40 "  | 6:40 "          | 7:40 "      |
| BREAKFAST—First call .....          | 6:50 "  | 6:50 "          | 7:50 "      |
| Second call .....                   | 7:00 "  | 7:00 "          | 8:00 "      |
| CHAPEL—First call .....             | 7:50 A. M.  | .....           | .....       |
| Second call .....                   | 8:00 "  | .....           | .....       |
| STUDY AND RECITATION .....          | 8:15 to 12 M.   | .....           | .....       |
| GENERAL INSPECTION—First call ..... | .....   | 8:50 A. M.      | .....       |
| Second call .....                   | .....   | 9:00 A. M.      | .....       |
| CHURCH—First call .....             | .....   | .....           | 8:50 A. M.  |
| Second call .....                   | .....   | .....           | 9:00 A. M.  |
| SETTING-UP DRILL—First call .....   | 12:00 M.  | .....           | .....       |
| Second call .....                   | 12:10 P. M.   | .....           | .....       |
| DINNER—First call .....             | 12:30 P. M.   | 12:30 P. M.     | 12:50 P. M. |
| Second call .....                   | 12:40 P. M.   | 12:40 P. M.     | 1:00 P. M.  |
| CALL TO QUARTERS .....              | 1:30 P. M.  | .....           | .....       |
| STUDY AND RECITATION .....          | 1:30 to 3 P. M.   | .....           | .....       |
| DRILL—First call .....              | 3:00 P. M.  | .....           | .....       |
| Second call .....                   | 3:10 P. M.  | .....           | .....       |
| RECALL FROM DRILL .....             | 3:55 P. M.  | .....           | .....       |
| PARADE—First call .....             | 3:55 P. M.  | .....           | .....       |
| Second call .....                   | 4:05 P. M.  | .....           | .....       |
| SUPPER—First call .....             | 5:50 P. M.  | 5:50 P. M.      | 5:50 P. M.  |
| Second call .....                   | 6:00 P. M.  | 6:00 P. M.      | 6:00 P. M.  |
| CALL TO QUARTERS .....              | 7:00 P. M.  | 7:00 P. M.      | 7:00 P. M.  |
| STUDY .....                         | 7 to 9:30 P. M.   | 7 to 9:30 P. M. | .....       |
| TATTOO .....                        | 9:30 P. M.  | 9:30 P. M.      | 9:30 P. M.  |
| TAPS .....                          | 10:00 P. M.   | 10:00 P. M.     | 10:00 P. M. |

NOTE.—The hours between which dashes are placed constitute the recreation hours for the day. At all other times Cadets are required to be in their rooms. Instruction is given in all ceremonies prescribed in tactics.



## A Few Letters Concerning the Present Superintendent.

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FROM THE FACULTY OF THE UNIVERSITY OF VIRGINIA.

*University of Va.*

We learn with interest that Prof. A. F. Fleet is about to open a school of high grade in Central Missouri for boys and young men. We regard this enterprise as a matter of great importance to the entire region of country to which the school will be accessible. Prof. Fleet is, in our judgment, admirably well fitted by scholarship, experience and character, to organize and superintend such an academy. Parents may safely entrust to him their sons to be prepared for College or University.

WM. M. THORNTON, Prof. of Applied Math.

FRANCIS H. SMITH, Prof. of Nat. Phil.

NOAH K. DAVIS, Prof. of Mor. Phil.

JAMES M. GARNETT, Prof. of English.

M. SCHELE DE VERE, Prof. of Mod. Lang.

F. P. DUNNINGTON, Prof. of Anal. Chem.

WM. C. DABNEY, Prof. of Prac. Med., etc.

JOHN B. MINOR, Prof. of Law.

CHAS. S. VENABLE, Prof. of Math.



FROM BISHOP J. C. GRANBERRY, M. E. CHURCH, SOUTH.

*St. Louis, Mo.*

*My Dear Sir:*—I wish you success in the Military Academy you propose to establish at Mexico, Mo., because my knowledge of you as a scholar, gentleman, teacher, and Christian, convinces me that you will do good work, and look well after the physical, intellectual, and moral culture of the students.

Yours truly,

J. C. GRANBERRY.

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FROM THE FACULTY OF MISSOURI STATE UNIVERSITY.

*Columbia, Mo.*

We, the members of the Faculty of the University of the State of Missouri, learn with regret that Dr. A. F. Fleet has resigned the Chair of Greek which for eleven years he has held in this institution. We recognize in him a scholar of large acquirements, a popular and successful teacher, a gentleman of courteous manners and of tried and trustworthy character, a friend worthy of confidence and esteem, and a citizen of whom any community in our State may be justly proud. We wish him the largest measure of success in the new enterprise which he is now undertaking, and most faithfully and heartily commend him to the people of Mexico, and to that larger public which he will address in closer personal relations, as one who, in our judgment, will make good to the full, in every relation of life, the estimate above expressed.

J. S. BLACKWELL,

G. C. BROADHEAD,

EDW. A. ALLEN,

THOS. J. LOWRY,

Committee.

FROM THE BOARD OF CURATORS OF MISSOURI STATE  
UNIVERSITY.

*Columbia, Mo.*

\* \* \* The Board of Curators desire to bear testimony to the faithful and efficient manner in which Prof. A. F. Fleet has discharged the duties of his position during the past ten years, and in the new work in which he is about to engage to wish him the largest measure of success.

JOHN HINTON, President.

J. G. BABB, Secretary.

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FROM PROF. GILDERSLEEVE, JOHNS HOPKINS UNIVERSITY.

*Johns Hopkins University, Baltimore.*

I have known Prof. A. F. Fleet for many years, and have great pleasure in giving expression to my full confidence in him as a man and as a teacher. My acquaintance with him began at the University of Virginia, where he followed my course in Greek for some years with faithfulness, intelligence, and success, and I have kept up my relations with him ever since. One summer he returned to the University in order to take private lessons in Greek literature, and on every occasion he has manifested the scholarly enthusiasm for his chosen department which is a prime condition for inspiring enthusiasm in others.

Mr. Fleet seems to be singularly fitted for the new work that he has undertaken. Though I regret that he has withdrawn from the Greek professorship, I know that he brings to the headship of the school qualifications that few men possess, combining, as he does, with scholarly attainments and skill in teaching, ripe judgment, large experience, and practical ability in the conduct of affairs.

B. L. GILDERSLEEVE,

Prof. of Greek in the Johns Hopkins University.

FROM HON. J. L. M. CURRY, EX-MINISTER TO SPAIN AND  
AGENT OF PEABODY FUND.

*Richmond, Va.*

*My Dear Sir:*—You know I am deeply interested in education, and therefore take the liberty of expressing my gratification that you are to become the Principal of an Educational Institution in Missouri. Your large experience in school work, and high attainments as a scholar, will give you exceptional advantages. The young men under your charge will be highly favored in having before them as their daily model one so thoroughly a Christian gentleman.

Yours truly,

J. L. M. CURRY.

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FROM DR. S. S. LAWS, EX-PRESIDENT MISSOURI STATE  
UNIVERSITY.

A. F. Fleet, A.M., LL. D., was professor of Greek and Comparative Philology in the University of the State of Missouri. As co-workers, we were associated in its Faculty, each in his allotted sphere, for over ten years. His selection proved to be most judicious, and there has been but one opinion of the value of his service to the University. This value arose from a rare and happy combination of personal and professional qualities. Personally Dr. Fleet is a refined and elegant Christian gentleman, and in all his intercourse with students, colleagues and citizens, makes and sustains an impression corresponding to this high standard of character. The charm of his decided personal influence enters into his class-room labors as a teacher, and serves to awaken and fix an interest in his scholarly instruction. As a teacher he is painstaking, patient, faithful, thorough, enthusiastic, and ambitious, being wide-awake to every note of progress, and self-sacrificing in the

mastery of the subjects in his department. His recent residence in Greece, at his own cost, for a year, and his visit to Italy, greatly enriched his already abundant stores and accomplishments as a classical scholar. He worthily won the graceful and becoming recognition of one of the leading Eastern Colleges in bestowing upon him the *Doctor's Degree*.

SAMUEL S. LAWS.

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FROM DR. J. A. BROADUS, PRES. SOUTHERN BAPTIST  
THEOLOGICAL SEMINARY.

*Louisville, Ky.*

I learn that Prof. A. F. Fleet is about to establish a Military Academy. Combining fine scholarly attainments and enthusiasm with business talent and experience, administrative tact and engaging personal qualities, he seems to me remarkably well suited to such an undertaking. They will be lucky lads who are sent to the Academy.

JOHN A. BROADUS.

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FROM BISHOP E. R. HENDRIX, M. E. CHURCH, SOUTH.

*Kansas City, Mo.*

*My Dear Sir:*—I wish you much success in your purpose to found an Academy, looking to fitting young men for College. It is a reproach to our State that we have not more institutions of this kind, like Phillips Academy, Andover, Mass., with its national reputation for thorough work in fitting students for the best colleges in the country. I shall be glad to see such an institution, with a high ideal of a Grammar School before it, founded and maintained under whatever auspices. We must check the hurry to enter upon business life, which is such a peril to our young men.

Yours sincerely,

E. R. HENDRIX.

FROM DR. W. POPE YEAMAN, EX-PRESIDENT BOARD OF  
CURATORS, MISSOURI STATE UNIVERSITY.

*Columbia, Mo.*

I have intimately known Prof. A. F. Fleet, LL.D., for about twenty years. As an educator he has been eleven years associated with the University of the State of Missouri, of whose governing board I was, until a recent date, president, thus giving me an opportunity to acquaint myself with his professional work. It is with pleasure that I can bear my testimony to his thoroughness as a scholar, his ability as an instructor, his progressiveness as a student, his high moral and religious character, his executive ability, and his strict business integrity.

W. POPE YEAMAN.

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FROM EX-GOVERNOR CRITTENDEN, CONSUL-GENERAL TO  
MEXICO.

*Kansas City, Mo.*

*Dear Sir*—I am informed that you propose opening a Military Academy at Mexico, Mo., in September next. I am pleased at the idea. Missouri needs just such a school. It is a propitious time, and Mexico is an excellent location for the inauguration of such a school for this State. You will make a proper head for the school, having both executive and educational training. Mexico is happily situated for a school of that kind. It is a healthy location, possesses a religious, moral, and cultivated society, and is already the site of a leading female college, and is accessible from every part of the State. Parents will not make a mistake in sending their sons to such a place, and to such a school.

Truly yours,

THOS. T. CRITTENDEN.

FROM J. C. CRAVENS, ESQ., TWELVE YEARS VICE-PRESIDENT BOARD OF CURATORS, STATE UNIVERSITY.

*Springfield, Mo.*

\* \* \* Your work has been so practical, thorough, scholarly, that to find one worthy to succeed you will be a task which the present Board will find most difficult to perform. And it would indeed be a source of the greatest satisfaction to me, and to all well-informed friends of the University, if you could but see your way clear to reconsider your present purpose, as announced, and continue your present relations with the institution. But should you feel that duty to yourself and the great cause of higher education calls you to other fields of labor, most heartily do I join your many friends in the hope that you may, in your new relations, find both profit and pleasure.

Sincerely yours,

J. C. CRAVENS.

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FROM R. B. PRICE, PRESIDENT BOONE CO. NATIONAL BANK.

*Columbia, Mo.*

I have intimately known Prof. A. F. Fleet during the entire term of his professorship in the University, and in many relations. I take the utmost pleasure in commending him to all my friends as a man in every way fitted to be the head of such a school as he has founded at Mexico, Mo. As a gentleman and a scholar he stands in the front rank, while at the same time he has business abilities which would have commanded eminent success in commercial life. There is no possible question about the success of the Missouri Military Academy with Professor Fleet at the head of it.

R. B. PRICE.

## Letters from Patrons.

FROM GOVERNOR AND EX-SECRETARY OF THE INTERIOR  
DAVID R. FRANCIS.

*Jefferson City, Mo.*

*Dear Sir:*—My son Perry has made good progress, and I cheerfully testify to the efficiency of the instruction of the Missouri Military Academy, as well as the thoroughness of its discipline.

With sincere wishes for your continued success, I remain,

Respectfully,

DAVID R. FRANCIS.

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FROM R. J. LACKLAND, ESQ., PRESIDENT BOATMEN'S BANK.

*St. Louis, Mo.*

*Dear Sir:*—I take great pleasure in recommending your Military Academy to parents and others having boys to educate, as a first-class institution in every respect. The education is as thorough as in any other school, to which is added the military feature, which I regard as very valuable to the boy, for it gives him a military bearing and gentlemanly deportment.

Located, as you are, in the garden spot of Missouri, easily accessible by railroad, your future looks promising, and I may say your success is assured. At the same time you are conferring a lasting benefit upon the young men coming under your teaching and influence.

Very truly yours,

R. J. LACKLAND.



TRANSPORTATION OF THE WOUNDED.  
LOADING THE BLANKET LITTER





## FROM EX-GOVERNOR SILAS WOODSON.

*St. Joseph, Mo.*

*Col. A. F. Fleet*—I am perfectly satisfied with the progress my son has been making as a student of your Academy. The truth is, I regard the Missouri Military Academy as deserving the confidence and patronage of all who wish to place their sons under prompt, faithful, and competent teachers. The moral influences surrounding the institution are all that could be desired. Its success has during its first year been almost phenomenal, and its future will be a brilliant one in my opinion.

Wishing you and the Academy great success,

I am, yours truly, etc.

SILAS WOODSON.

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FROM W. W. RAMSAY, EX-JUDGE OF THE COURT OF  
APPEALS OF KANSAS CITY.

*Maryville, Mo.*

*My Dear Col.*—Now that our son, Charles A., will finish his three years' course of study at your Academy in a short time, I wish to express to you the sincere gratitude of Mrs. Ramsay and myself for the progress and improvement made and attained by our boy during his school days with you.

We are more than satisfied with his work and educational advancement, and can most cheerfully commend the Missouri Military Academy to any and all parents who desire the highest degree of moral, mental, and physical culture of their sons.

Your school is, indeed, an institution of which the entire State may well be proud. Go ahead with the good work. Every year will add friends and strength to your enterprise.

With great respect, your servant and friend,

W. W. RAMSAY.

FROM HON. FRANK D. JACKSON, GOVERNOR OF IOWA.

*Des Moines, Ia.*

*My Dear Sir*—I feel very much pleased at the progress my sons have made in your Academy. The close personal attention given to the Cadets is a source of much gratification to the parents. I am pleased with your ways and methods, and can most heartily recommend your school in all particulars.

Yours very respectfully,

FRANK D. JACKSON.

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FROM HON. E. H. NORTON, EX-CHIEF JUSTICE OF THE  
STATE OF MISSOURI.

*Platte City, Mo.*

*Dear Sir*—Being a patron of the Missouri Military Academy, and having witnessed the progress and improvement of the scholars attending it, it gives me pleasure to speak a word of encouragement to you as its Superintendent, by saying that I regard it as taking the front rank among institutions of that character, and that it deserves the eminent success it has achieved under your management, and that it has a bright future before it.

Truly yours,

E. H. NORTON.

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FROM MRS. GOV. A. P. MOREHOUSE.

*Maryville, Mo.*

*Col. A. F. Fleet*—I am very much pleased with the progress my son has made in his studies at your school. His physical improvement is particularly gratifying to me. Thanking you for your kindly interest in my boy, I am,

Sincerely yours,

MARTHA E. MOREHOUSE.

FROM HON. NATHAN COLE, EX-MEMBER OF CONGRESS AND  
EX-MAYOR OF THE CITY OF ST. LOUIS.

*St. Louis, Mo.*

*Dear Col. Fleet*—Having had two of my sons under your charge, one of them a part of the year and the other during the whole of your first three years, allow me to say that both of them have made satisfactory improvement—both in their studies and in that discipline which is so thoroughly administered under your rules and regulations. I, therefore, take pleasure in recommending your school, and I sincerely hope it may receive, as I believe it deserves, an overflowing and substantial patronage, not only from the good people of this State, who should, I think, take real pride in it, but from patrons in other States.

Wishing you every success, I am,

Yours truly,  
NATHAN COLE.

FROM HON. WM. H. CLOPTON, U. S. ATTORNEY, EASTERN  
DISTRICT OF MISSOURI.

*St. Louis, Mo.*

*Dear Sir*—When visiting my son at your school I have been reminded of my early college days. I was a cadet at the Lagrange Military Academy when a boy. \* \* \*

My early training in a military school, my short experience as a soldier during the late war, and my observation of successful men since the war, justify me in saying that a military training is the best collegiate course a young man can take, and I know of no better private institution for such an education than the Missouri Military Academy.

Yours truly,

WM. H. CLOPTON.

FROM MAJOR E. ADAM, SIXTH U. S. CAVALRY.

*Belleville, Ill.*

*Dear Sir*—My son's progress at your Academy has been perfectly satisfactory to me. I consider the military discipline and exercises of great benefit to him. With the best wishes for the continued success of the school, I am yours,

Very truly,

EMIL ADAM.

FROM W. H. BIGGS, JUDGE ST. LOUIS COURT OF APPEALS.

*St. Louis, Mo.*

*Dear Sir*—My son, who has attended your school for the past year, has not only made rapid and satisfactory advances in his studies, but good results from his military training are quite noticeable, and his improvement in every respect has exceeded my expectations. The military feature of your school is to be especially commended. It not only contributes to a good physique, but it is calculated to make a boy prompt and orderly. I think the Academy richly deserves a liberal patronage.

Respectfully,

W. H. BIGGS.

FROM DR. J. E. BLAINE, KEELEY INSTITUTE.

*Dwight, Ill.*

*Dear Sir*—I am pleased with the progress made by my son during the past year under your care. Not only has his educational progress been greater than at any other school, but the discipline, moral tone, and imparted manliness, are beyond my expectation.

Yours very truly,

J. E. BLAINE, M. D.

FROM JUDGE W. H. ANDERSON, REGISTER UNITED STATES  
LAND OFFICE.

*Enid, Oklahoma.*

*Dear Sir:*—I desire to thank you, your corps of teachers, and, with your permission, your family, for the kind attention and home-like care extended to my son during the scholastic year now drawing to a close. The marked mental and physical improvement in him, and the self-reliant and manly bearing which he has attained, as the result of your just discipline and thorough training, are a source of great gratification to Mrs. Anderson and myself. It gives me pleasure to testify to the general excellence of the methods used at the M. M. A.

Very respectfully,

W. H. ANDERSON.

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FROM HENRY LAMM, LAWYER.

*Sedalia, Mo.*

COL. A. F. FLEET:

*Dear Sir*—As the school year at Culver is about ending, it will not be amiss for one of your Missouri friends to congratulate you on your being able to continue at Culver, to a successful close, a school year which at one time bid fair, so far as you and your former cadets were concerned, to end in disaster, because of the tragic fire at Mexico last October.

You have shown in this distressing stroke of fortune the same high qualities which commended you so long and well to all who knew you in your former home as a patient, resourceful, and inspiring Christian instructor and manager of boys.

I note with pride the benefits of body and mind conferred on my son by his being in your excellent care the last year, and have been heartily won over to believe what you once told me at my own table,

that a military school under Christian influences came nearer teaching boys self-respect, a sense of duty, order, the importance and value of regularity and promptness, and the value of careful, earnest work, than any other; and I doubt not that, taking into consideration the whole complicated condition of modern life, it is the coming school for boys.

I am, sincerely your friend,

HENRY LAMM.

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FROM JOHN A. DUNCAN, ESQ.

*Kansas City, Mo.*

*Dear Sir:*—I am entirely satisfied with the progress my son has made in his studies at your Academy, and am also well pleased with his military instruction.

I take great pleasure in recommending your institution to parents who wish to place their sons where they can receive a careful mental and military training under a corps of well-posted and gentlemanly instructors.

Yours truly,

JNO. A. DUNCAN.

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FROM JUDGE CHARLES L. DOBSON.

*Kansas City, Mo.*

COL. A. F. FLEET:

*My Dear Sir:*—My son, who has been attending your Academy during the present year, has made most satisfactory progress in his studies. The military exercises have been exceptionally fine for his health and physical bearing. My recent visit to your school satisfied me that it is excellently equipped and admirably located for such a school. I can see no reason why you should not meet with great success in your present location, and even increase the deserved reputation for excellence your school has heretofore enjoyed.

Very truly yours,

CHAS. L. DOBSON.

FROM WILLIAM McMILLAN, ESQ.

*Carthage, Mo.*

COL. FLEET:

We feel it is due you to say that we are very much pleased with the management of your school; and wish to express our gratitude to you for the interest you have taken in our sons. We are pleased with the progress they have made both morally and physically, and hope to have them both with you next year.

Yours sincerely,

WM. McMILLAN.

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FROM GEORGE W. ADAMS, CLERK OF THE COUNTY COURT  
OF LINN COUNTY.

*Linneus, Mo.*

COL. A. F. FLEET, SUPT. CULVER MILITARY ACADEMY.

*My Dear Sir*—My son has now been under your care since the opening of your Academy in Mexico, Mo., last September, and I feel that it is my duty to express my appreciation of your efforts in his behalf.

I am much pleased with the progress George has made in his studies and, to quote my wife, "Had I a hundred boys and the financial ability, all should be placed in the charge of Col. A. F. Fleet."

I find at the Culver Military Academy the moral and physical welfare of a student are looked after as closely as the intellectual attainments. This, in my opinion, is worth as much, if not more, than the price charged for tuition.

Thanking you and the faculty for the care and interest taken of my son, I am,

Yours very truly,

GEO. W. ADAMS.



FROM I. D. ELLIOTT, ASST. CASH. FARMERS' & MERCHANTS'  
BANK.

*Humansville, Mo.*

COL. A. F. FLEET, SUPT. CULVER MILITARY ACADEMY.

*Dear Sir*—I am exceedingly well pleased with the mental and physical development which my son Chester has undergone while under your care during the past two years. I cannot express my ideas better than to use the words of a minister with whom I was talking a few days ago: "Had I a son to educate I had rather have him educated under the influences and care of Col. Fleet than under those of any other man in America." Wishing you health, long life, great honors, and prosperity, which you so richly deserve.

I am, as ever, your friend,

I. D. ELLIOTT.

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FROM A. J. MOORSHEAD, GENERAL MANAGER MADISON  
COAL COMPANY AND MOUNT OLIVE COAL COMPANY.

*St. Louis.*

COL. A. F. FLEET, CULVER MILITARY ACADEMY, Culver, Ind.

*Dear Sir*—I am quite pleased to say that my wife and myself are both more than satisfied with the progress our son has made at your Academy; and I wish to congratulate you, not only in securing a school beautifully located, but also in the discipline, which so far as I know and can learn is excellent. I have no reason to change the opinion which I have often expressed to you, that education under military discipline is the best system of education for all young men. It removes them from the influence of over-indulgent parents; teaches them to subordinate pleasure to duty, and the practice of obedience to all in authority over them; and in that way better fits them to cope

with the business world, because the man who has been taught to submit to authority, and to be controlled is always best fitted intelligently to control others.

You should meet with unbounded success, and I certainly hope you will. If it is at all possible, I shall be present at the closing exercises of the present term. Very truly, A. J. MOORSHEAD.

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FROM W. W. CULVER, ESQ.

*Portland Place, St. Louis.*

COL. A. F. FLEET, CULVER MILITARY ACADEMY, Culver, Ind.

*My Dear Sir*—In a letter recently received from my son Wallace, who is a Cadet at C. M. A., he mentions the high percentages made by him in his studies, his rapid progress, and says he enjoys better health there than at either the Andover or Worcester, Mass., schools.

I thank you, and your excellent faculty, for the knowledge which they are imparting to him, both morally and mentally, and the home-like care given him. The fact of his health being better there than elsewhere is but a natural consequence due to the very desirable location of the Academy. I know from personal observation that it is most healthfully and delightfully situated, with the best of water for drinking purposes; and the fact that the fire-proof buildings occupied as Cadet quarters and for school purposes are arranged in the most approved manner from a sanitary and hygienic point of view, makes me thoroughly satisfied as to his welfare.

Feeling confident you will build up one of the greatest military schools on the American continent, and again thanking you for the interest shown in my son's behalf, and wishing to be kindly remembered, I am, Gratefully yours, W. W. CULVER.

FROM H. J. GROVER, ATTORNEY AND COUNSELLOR AT LAW.

*St. Louis, Mo.*

A. F. FLEET, ESQ., SUPERINTENDENT.

*Dear Sir*—I write to express to you my appreciation of what Culver Military Academy has done for my son. It has toned him up all around. His physical health is vastly improved. Under your methods he seems to pursue his studies with pleasure and facility. At the same time a wholesome sense of moral duty, which is the balance wheel for all, has been carefully nurtured. All this, of course, is very gratifying to his mother and myself.

Yours truly,

HIRAM J. GROVER.

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FROM GEO. G. SMITH, ESQ.

*Allegheny City, Pa.*

COL. A. F. FLEET, Culver, Ind.

*Dear Colonel*—As my son was under your care and instruction, at Mexico, Missouri, and Culver, Indiana, for three years, I may speak intelligently, and with confidence, of your school.

Your care of the pupils seems to me admirable. They are well fed, firmly, but kindly governed, have sufficient and suitable exercise in health, and wise attention in sickness.

The instruction, in all departments, so far as I can learn, in the languages *I know*, is very thorough. There are few schools to which I would send a boy to be prepared in Latin and Greek, for a New England college. Yours is one of them. I have heard Col. Fleet in the classroom. I believe you demand and obtain excellent instruction in all branches taught in your Academy.

The military drill and discipline at Culver are especially good. In some "Military Academies" of my knowledge they are a farce. In your

school, thorough soldierly training is given, and the effect is such that an old soldier at once recognizes it. The regular daily drills tell upon the Cadets.

In brief, I consider your school an eminently good English, Classical, and Military Academy. Gratefully yours,

GEO. G. SMITH.

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FROM ISAAC MEYER, OF MEYER, BANNERMAN & CO.

*St. Louis.*

COL. A. F. FLEET, CULVER MILITARY ACADEMY, Culver Ind.

*Dear Sir*—It gives me much pleasure in saying that, so far as my observation goes, my son has progressed more in the eight months during which he has attended your school than for any period of twice that length in other schools.

I take particular pains in recommending your institution to inquiring friends. Wishing you much success in your new location, I am,

Sincerely yours,

ISAAC MEYER.

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FROM MRS. FANNY S. CRENSHAW.

*Springfield, Mo.*

*Dear Sir*—Let me assure you that I have a high estimation of your school \* \* \* and I congratulate myself upon having continued my sons with you, not only on account of the systematic training which they have received, in their studies and military discipline, but most especially I appreciate the excellent moral influence which I see has been exerted over them by those having charge of them. Let me thank you, sir, for the good you have done my boys. With the best wishes for your continued success, I remain,

Yours truly,

FANNY S. CRENSHAW.

## CULVER MILITARY ACADEMY.

FROM J. M. BIGWOOD, ESQ.

*Terre Haute, Ind.*

COL. A. F. FLEET, Culver, Ind.

*My Dear Sir*—Both Mrs. Bigwood and I are greatly pleased with the progress Wayne has made since entering your school. We can see a most marked change for the better in his health, and the erect manly way he carries himself, due, I am sure, to the careful, systematic exercise, and military training and discipline which he receives. During my visit to the school in February, I was not only pleasantly entertained, but had the pleasure of meeting most of the officers, and was very agreeably impressed with all I met.

With kind regards, I am,

Yours very truly,

J. M. BIGWOOD.

FROM CAPTAIN JOHN N. RUNYAN.

*Warsaw, Ind.*

COL. A. F. FLEET, Culver, Ind.

*My Dear Sir*—We believe a military school, *brought up to the perfect military discipline*, is the very best place to develop a youth into useful and worthy manhood, and our visits to your school upon several occasions, during which we took particular pains to examine it closely, impressed us with the fact that you were near perfection. My boy will be with you until he has finished your course of study, which, I understand, will be two years hence.

Wishing you every success, and that you may live to see a perfect realization of Mr. Culver's ambition, I am, with regards,

Respectfully yours,

JOHN N. RUNYAN.

